Program Outcomes Assessment
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General Information (Program Outcomes Assessment)
Standing Requirements

Mission Statement

The Ph.D. program at Indiana State University in School Psychology is designed to prepare professional psychologists with the specialization in school psychology to serve children, adolescents, and families in a variety of practice, research, and teaching settings.

Outcomes Library

PhD in School Psychology

1.1 Understand basic measurement concepts and psychometric issues
Students will demonstrate understanding of basic measurement concepts and psychometric issues as they apply to assessment practices.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 1: Evaluate assessment instruments</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrates the ability to critically evaluate the normative and psychometric properties of assessment instruments.</td>
<td></td>
</tr>
<tr>
<td>Competency 2: Select assessment instruments</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrates the ability to appropriately select assessment instruments based on measurement and psychometric properties.</td>
<td></td>
</tr>
</tbody>
</table>

1.2 Identify areas of strength and need and monitor progress
Students will demonstrate the ability to use a variety of assessment procedures to identify areas of strength and need and to monitor progress.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 1: Identify referral concerns</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrates the ability to identify referral concern(s) and purpose of the evaluation.</td>
<td></td>
</tr>
<tr>
<td>Competency 2: Conduct comprehensive interviews</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrates the ability to conduct comprehensive interviews with clients, families, and other professionals.</td>
<td></td>
</tr>
<tr>
<td>Competency 3: Conduct observations and record review</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrates the ability to identify areas of strength and need via observations and record review.</td>
<td></td>
</tr>
<tr>
<td>Competency 4: Administer standardized assessment instruments, measures, and rating scales</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrates the ability to administer and score standardized assessment instruments, measures, and rating scales.</td>
<td></td>
</tr>
<tr>
<td>Competency 5: Conduct comprehensive evaluations</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrates the ability to conduct comprehensive evaluations to address presenting client concerns.</td>
<td></td>
</tr>
</tbody>
</table>
1.3 Utilize assessment results to facilitate programming and intervention

Students will demonstrate the ability to utilize assessment results to facilitate programming and intervention appropriate to the individual characteristics of the client.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 1: Identify strengths and sources of support</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrates the ability to interpret evaluation results to identify strengths and sources of support.</td>
<td></td>
</tr>
<tr>
<td>Competency 2: Identify instructional, curricular, and intervention needs</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrates the ability to utilize assessment data to identify instructional, curricular, and intervention needs of client.</td>
<td></td>
</tr>
<tr>
<td>Competency 3: Develop recommendations for clients, school staff and families</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrates the ability to utilize assessment data to develop recommendations for clients, school staff and families.</td>
<td></td>
</tr>
</tbody>
</table>

2.1 Understand prevention and intervention

Students will demonstrate understanding of the theoretical, conceptual, and procedural aspects of prevention and intervention for academic, behavioral, and emotional domains.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 1: Demonstrates knowledge of evidence-based practices for academic domains.</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Competency 2: Demonstrates knowledge of evidence-based practices for emotional and behavioral domains.</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Competency 3: Demonstrates knowledge of intervention implementation and monitoring practices.</td>
<td>No Mapping</td>
</tr>
</tbody>
</table>

2.2 Develop, implement, and assess effectiveness of intervention plans

Students will develop, implement, and assess effectiveness of intervention plans to address academic, behavioral, or emotional needs of clients.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 1: Develop comprehensive intervention plans</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrates the ability to develop comprehensive intervention plans to address client need.</td>
<td></td>
</tr>
<tr>
<td>Competency 2: Support educators, families, and other professionals</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrates the ability to support educators, families, and other professionals during intervention implementation.</td>
<td></td>
</tr>
<tr>
<td>Competency 3: Monitor the implementation and effectiveness of interventions</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrates the ability to monitor the implementation and effectiveness of interventions, and make adjustments as necessary.</td>
<td></td>
</tr>
<tr>
<td>Competency 4: Implement an intervention plan</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrates the ability to implement an intervention plan to address client needs.</td>
<td></td>
</tr>
</tbody>
</table>

3.1 Demonstrate appropriate communication skills

Students will demonstrate appropriate communication, interviewing, and listening skills when consulting with educators, school administrators, family members, and other professionals.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 1: Prepare written reports</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrates the ability to prepare written reports that are accurate and understandable for intended audience.</td>
<td></td>
</tr>
</tbody>
</table>

| Competency 2: Express oneself clearly | No Mapping |
| Demonstrates the ability to express oneself clearly, accurately, and in a manner that is understandable for the intended audience. |

### 3.2 Apply consultative theories and strategies

Students will demonstrate application of consultative theories and strategies to individual, group, or systems issues.

| Outcome | Mapping |
| Competency 1: Describe consultation theories and processes | No Mapping |
| Demonstrates the ability to comprehensively describe consultation theories and processes. |

| Competency 2: Apply consultation processes and strategies | No Mapping |
| Demonstrates the ability to apply consultation processes and strategies to address the needs of individual students or groups of students. |

| Competency 3: Work collaboratively | No Mapping |
| Demonstrates the ability to work collaboratively with educators, school administrators, other professionals, and families. |

### 3.3 Conceptualize effective leadership and change strategies

Students will conceptualize effective leadership and change strategies and principles.

| Outcome | Mapping |
| Competency 1: Describe principles of systems-change. | No Mapping |
| Demonstrates the ability to comprehensively describe principles of systems-change. |

| Competency 2: Apply principles of systems-change | No Mapping |
| Demonstrates the ability to apply principles of systems-change to school building, school district, or other agency consultation. |

### 4.1 Demonstrate knowledge and application of various research and evaluation methods and approaches

Students will demonstrate knowledge and application of various research and evaluation methods and approaches.

| Outcome | Mapping |
| Competency 1: Describe research and evaluation methods | No Mapping |
| Demonstrates the ability to comprehensively describe research and evaluation methods. |

| Competency 2: Select appropriate research and evaluation methods | No Mapping |
| Demonstrates the ability to select appropriate research and evaluation methods. |

### 4.2 Conceptualize research questions and design research/program evaluation

Students will conceptualize research questions or issues and design and conduct research/program evaluation.

| Outcome | Mapping |
| Competency 1: Develop and articulate research issues | No Mapping |
| Demonstrates the ability to develop and articulate research |
issues or questions.

<table>
<thead>
<tr>
<th>Competency 2: Design and conduct research and/or program evaluation</th>
<th>No Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates the willingness and ability to design and conduct research and/or program evaluation.</td>
<td></td>
</tr>
</tbody>
</table>

### 4.3 Communicate research/evaluation results

Students will summarize and effectively communicate research/evaluation results to educators, school administrators, family members, and other professionals.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 1: Identify key findings in research results</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrates the ability to identify key findings and practice implications in research and program evaluation results.</td>
<td></td>
</tr>
<tr>
<td>Competency 2: Communicate research and/or program evaluation findings</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrates the ability to communicate research and/or program evaluation findings to educators, school administrators, family members, and other professionals.</td>
<td></td>
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</tbody>
</table>

### 5.1 Understand the major professional, legal, and ethical issues

Students will demonstrate an understanding of the major professional, legal, and ethical issues that influence the profession and practice of school psychology in multiple settings.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
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</thead>
<tbody>
<tr>
<td>Competency 1: Describe ethical principles and guidelines</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrates the ability to comprehensively describe ethical principles and guidelines.</td>
<td></td>
</tr>
<tr>
<td>Competency 2: Define federal and state legal requirements</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrates the ability to comprehensively define federal and state legal requirements related to the practice of school psychology.</td>
<td></td>
</tr>
<tr>
<td>Competency 3: Describe the historical trends and future issues</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrates the ability to describe the historical trends and future issues related to the practice of school psychology.</td>
<td></td>
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</tbody>
</table>

### 5.2 Engage in practices that are in accordance with professional, legal, and ethical guidelines

Students will engage in practices that are in accordance with professional, legal, and ethical guidelines.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 1: Follow ethical and professional principles and guidelines</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrates the ability to follow ethical and professional principles and guidelines in multiple settings and situations.</td>
<td></td>
</tr>
<tr>
<td>Competency 2: Provide services in a manner consistent with legal requirements</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrates the ability to provide professional services in a manner consistent with legal requirements.</td>
<td></td>
</tr>
<tr>
<td>Competency 3: Engage in self-reflection about one's own professional skills and practice</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrates the ability to engage in self-reflection about one's own professional skills and practice, identify areas of professional competency, and identify areas in need of continued learning and growth.</td>
<td></td>
</tr>
<tr>
<td>Competency 4: Engage in supervision and receive/utilize feedback</td>
<td>No Mapping</td>
</tr>
</tbody>
</table>
Demonstrates the ability to engage in supervision and receive/utilize feedback provided by supervisors and colleagues.

### 5.3 Demonstrate knowledge of and responsiveness to diverse backgrounds
Students will demonstrate knowledge of and responsiveness to the racial, ethnic, linguistic, experiential, and/or economic background of those with whom they interact professionally.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
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</thead>
<tbody>
<tr>
<td>Competency 1: Demonstrates awareness of the importance of background and experience in oneself and others</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Competency 2: Describe the importance of background and experience</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrates the ability to comprehensively describe the importance of background and experience on learning and behavior.</td>
<td></td>
</tr>
<tr>
<td>Competency 3: Consider client background and experience</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrates the ability to consider client background and experience when providing professional services.</td>
<td></td>
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</tbody>
</table>

### 5.4 Establish and maintain rapport with clients and families
Students will demonstrate the ability to establish and maintain rapport with clients and families for the purpose of providing individually and culturally relevant services.

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<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
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</thead>
<tbody>
<tr>
<td>Competency 1: Effectively listen and communicate</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrates the ability to effectively listen and communicate with a range of clients and stakeholders.</td>
<td></td>
</tr>
<tr>
<td>Competency 2: Demonstrates respect and objectivity when working with a range of clients and stakeholders</td>
<td>No Mapping</td>
</tr>
</tbody>
</table>

### 5.5 Students will demonstrate effective strategies for providing supervision and feedback.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 1: Utilize effective interpersonal and communicative skills</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrates the ability to utilize effective interpersonal and communicative skills when providing supervision to individuals and groups.</td>
<td></td>
</tr>
<tr>
<td>Competency 2: Identify learning needs, write learning goals, identify instructional strategies, and evaluate learning for supervisees</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrates the ability to identify learning needs, write learning goals, identify instructional strategies, and evaluate learning for supervisees.</td>
<td></td>
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</table>

Retired PHD in Ph.D.-Guid&Psy Sch Psych Outcome Set

Curriculum Map
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.)

Archive

File Attachments:

1. Archive 1_APA Report 2008 (See appendix)
2. Archive 2_Sept 2009 Response Letter (See appendix)
3. Archive 3_Sept 2009 Revised Table 4 (See appendix)
4. Archive 4_Sept 2009 Revised Table 6 (See appendix)
5. Archive 5_Sept 2009 Revised Table 8 (See appendix)
6. Archive 6_Sept 2009 Revised Table 10 Attrition (See appendix)
7. Archive 7_Feb 2010 Attrition Response Letter (See appendix)
8. School_Psychology_APA_Narrative_2013.pdf (See appendix)
9. School_Psychology_APA2013_AppendicesG.H.I.J.K.pdf (See appendix)
2009-2010 Assessment Cycle

Assessment Plan

Outcomes and Measures

Retired PHD in Ph.D.-Guid&Psy Sch Psych Outcome Set

Goal 1 Broad & General Foundation of Professional Psychology
Students will graduate with a broad and general foundation of professional psychology.

Objective 1.1 Historical and Current Issues
Students will have knowledge of, skill in, and value for historical and current issues in the field of psychology and the area of school psychology.

Students will be able to: describe the contributions of key figures in the history of psychology as well as the area of school psychology; and describe major issues of historical and current psychology as well as the leaders in those issues.

Measure: Dissertation
Direct - Student Artifact

Details/Description:
Target: 85% of students complete the program in 5 years

Implementation Plan (timeline):

Responsible Individual(s): Faculty

Measure: Portfolio
Direct - Portfolio

Details/Description:
Target: 85% of students receive meets expectation rating or above for each of the portfolio indicators

Implementation Plan (timeline):

Responsible Individual(s): Faculty

Measure: Preliminary Examinations
Direct - Exam

Details/Description: Item:
-School Psychology Specialty
Target: 85% of students receive a rating of 2.0 or above for each of the areas

Implementation Plan (timeline):

Responsible Individual(s): Faculty

Objective 1.2 Foundations of Education and Psychology
Students will have knowledge of, skill in, and value for foundations of education and psychology applied to issues of science, practice, and teaching.

Measure: Dissertation
Direct - Student Artifact

Details/Description:
Target: 85% of students complete the program in 5 years

Implementation Plan (timeline):

Responsible Individual(s): Faculty
Students will: be able to espouse a philosophy of education and learning; be able to describe the implications of major research studies as applied to learning; be able to describe the components of effective curriculum and instruction and how it affects the learning of children; identify a primary theoretical orientation to address psychological issues; and be able to describe the role and function of psychology in the schools.

**Objective 1.3 Human Development**
Students will have knowledge of, skill in, and value for theories, models, and research literature in the areas of human development.

Students will be able to: describe the implications of major theorists’ contributions to education and psychology; understand and define milestones of normal human development; and describe the implications of current research as it applies to children’s learning.

<table>
<thead>
<tr>
<th><strong>Measure</strong>: Portfolio</th>
<th><strong>Direct</strong> - Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Details/Description</strong>:</td>
<td>Target: 85% of students receive meets expectation rating or above for each of the portfolio indicators</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline)</strong>:</td>
<td></td>
</tr>
<tr>
<td><strong>Responsible Individual(s)</strong>:</td>
<td>Faculty</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Measure</strong>: Preliminary Examinations</th>
<th><strong>Direct</strong> - Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Details/Description</strong>: Items:</td>
<td>-Cognitive-Affective Bases of Behavior</td>
</tr>
<tr>
<td></td>
<td>-Biological Bases of Behavior</td>
</tr>
<tr>
<td></td>
<td>-Social Bases of Behavior</td>
</tr>
<tr>
<td></td>
<td>-Individual Bases of Behavior</td>
</tr>
<tr>
<td><strong>Target</strong>: 85% of students receive a rating of 2.0 or above for each of the areas</td>
<td></td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline)</strong>:</td>
<td></td>
</tr>
<tr>
<td><strong>Responsible Individual(s)</strong>:</td>
<td>Faculty</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Measure</strong>: Internship Evaluations</th>
<th><strong>Direct</strong> - Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Details/Description</strong>: Items:</td>
<td>-Effective Instruction and Development of Cognitive/Academic Skills</td>
</tr>
<tr>
<td></td>
<td>-Socialization and Development of Life Skills</td>
</tr>
<tr>
<td><strong>Target</strong>: 85% of students receive a rating of meets expectations or above for each of the rated domains</td>
<td></td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline)</strong>:</td>
<td></td>
</tr>
<tr>
<td><strong>Responsible Individual(s)</strong>:</td>
<td>Internship Supervisors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Measure</strong>: Portfolio</th>
<th><strong>Direct</strong> - Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Details/Description</strong>:</td>
<td>Target: 85% of students receive meets expectation rating or above for each of the portfolio indicators</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline)</strong>:</td>
<td></td>
</tr>
<tr>
<td><strong>Responsible Individual(s)</strong>:</td>
<td>Faculty</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Measure</strong>: Practicum Evaluations</th>
<th><strong>Direct</strong> - Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Details/Description</strong>: Items:</td>
<td>-Effective Instruction and Development of Cognitive/Academic Skills</td>
</tr>
<tr>
<td></td>
<td>-Socialization and Development of Life Skills: Behavioral Area</td>
</tr>
<tr>
<td></td>
<td>-Socialization and Development of Life Skills: Affective Area</td>
</tr>
<tr>
<td></td>
<td>-Student Diversity in Development and Learning</td>
</tr>
<tr>
<td><strong>Target</strong>: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains</td>
<td></td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline)</strong>:</td>
<td></td>
</tr>
</tbody>
</table>
### Objective 1.4 Ethnic, Racial, and Cultural Diversity

Students will have knowledge of, skill in, and value for ethnic, racial, and cultural diversity in personal and professional activities.

Students will be able to: describe the impact of cultural issues upon learning; identify racial identity models and their implications for psychology; describe the impact of cultural issues on assessment and intervention; and describe the impact of cultural issues on school systems.

<table>
<thead>
<tr>
<th>Measure: Preliminary Examinations</th>
<th>Direct - Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details/Description: Items:</td>
<td></td>
</tr>
<tr>
<td>-Cognitive-Affective Bases of Behavior</td>
<td></td>
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<tr>
<td>-Biological Bases of Behavior</td>
<td></td>
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<tr>
<td>-Social Bases of Behavior</td>
<td></td>
</tr>
<tr>
<td>-Individual Bases of Behavior</td>
<td></td>
</tr>
<tr>
<td>Target: Meets Expectations</td>
<td></td>
</tr>
<tr>
<td>Implementation Plan (timeline):</td>
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<td>Responsible Individual(s): Faculty</td>
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<th>Measure: Internship Evaluations</th>
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<td>-School Psychology Practice and Development</td>
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<td>Details/Description: Item:</td>
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<td>-School Psychology Specialty</td>
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<td>Target: Meets Expectations</td>
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</table>
Goal 2 Knowledge and Skills of an Entry-Level Practitioner
Students will graduate with necessary knowledge and skills to become an entry-level practitioner of professional school psychology.

Objective 2.1
Assessment Techniques and Instruments
Students will have knowledge of, skill in, and value for administering, interpreting, and designing assessment techniques and instruments relevant to the field of psychology and the area of school psychology.

Measure: Internship Evaluations
Direct - Other
Details/Description: Items:
- Research and Program Development
- Information Technology
Target: 85% of students receive a rating of meets expectations or above for each of the rated domains
Implementation Plan (timeline):
Responsible Individual(s): Internship Supervisors

Measure: Portfolio
Direct - Portfolio
Details/Description:
Target: 85% of students receive meets expectation rating or above for each of the portfolio indicators
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Measure: Practicum Evaluations
Direct - Other
Details/Description: Items:
- Data-based Decision Making and Accountability
- Research and Program Development
- Information Technology
Target: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline):
Responsible Individual(s): Practicum Supervisors

Measure: Preliminary Examinations
Direct - Exam
Details/Description: Item:
- School Psychology Specialty
Target: 85% of students receive a rating of 2.0 or above for each of the areas
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Objective 2.2
Empirically Supported Interventions
Students will have
knowledge of, skill in, and value for designing, implementing, and evaluating empirically supported interventions relevant to the field of psychology and the area of school psychology.

Students will be able to: efficiently and accurately identify the presenting problems; match research-based interventions to presenting problems; and evaluate the efficacy of selected interventions and make appropriate modifications when necessary.

**Details/Description:** Items:
- Effective Instruction and Development of Cognitive/Academic Skills
- Socialization and Development of Life Skills
- Prevention, Crisis Intervention, and Mental Health

**Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains

**Implementation Plan (timeline):**
**Responsible Individual(s):** Internship Supervisors

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

**Details/Description:**
**Target:** 85% of students receive meets expectation rating or above for each of the portfolio indicators

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

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

**Details/Description:** Items:
- Effective Instruction and Development of Cognitive/Academic Skills
- Socialization and Development of Life Skills: Behavioral Area
- Socialization and Development of Life Skills: Affective Area
- Prevention, Crisis Intervention, and Mental Health

**Target:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):**
**Responsible Individual(s):** Practicum Supervisors

**Measure:** Preliminary Examinations
**Direct:** Exam

**Details/Description:** Item:
- School Psychology Specialty

**Target:** 85% of students receive a rating of 2.0 or above for each of the areas

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

**Objective 2.3 Quantitative and Qualitative Research Methods**

Students will have knowledge of, skill in, and value for applying quantitative and qualitative research methods to questions in psychology, education, and related fields.

Students will be able to: match an appropriate design to a research question; distinguish

**Measure:** Dissertation
**Direct:** Student Artifact

**Details/Description:**
**Target:** 85% of students complete the program in 5 years

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

**Measure:** Portfolio
**Direct:** Portfolio
between and understand the utility of different research designs; describe
the threats to internal and external validity of a variety of research
designs; independently conduct a scholarly inquiry; and conduct appropriate
analyses of a given data set.

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Direct - Exam

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### Objective 2.4 Consultation Models and Techniques

Students will have knowledge of, skill in, and value for applying and evaluating consultation models and techniques with a diverse array of consultants.

Students will be able to: articulate a consultation model; and demonstrate effective use of consultation skills as applied to school-based and clinical settings.

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### Measure: Internship Evaluations
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### Measure: Portfolio
Direct - Portfolio

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### Measure: Practicum Evaluations
Direct - Other

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<th>-Interpersonal Communication -Collaboration -Consultation -Home/School/Community Collaboration</th>
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### Measure: Preliminary Examinations
Direct - Exam

| Details/Description: | Item: |
Goal 3 Competent Professionals and Lifelong Learners
Through experiential learning opportunities, students will have the skills to be competent professionals and lifelong learners.

Objective 3.1 Science in Practice
Students will have knowledge of, skill in, and value for science in their practice and for issues of practice in their research.

Measure: Internship Evaluations
Direct - Other
Details/Description: Items:
- Data-based Decision Making and Accountability
- Effective Instruction and Development of Cognitive/Academic Skills
- Prevention, Crisis Intervention, and Mental Health
- Research and Program Development
- School Psychology Practice and Development
Target: 85% of students receive a rating of meets expectations or above for each of the rated domains
Implementation Plan (timeline):
Responsible Individual(s): Internship Supervisors

Measure: Portfolio
Direct - Portfolio
Details/Description:
Target: 85% of students receive meets expectation rating or above for each of the portfolio indicators
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Measure: Practicum Evaluations
Direct - Other
Details/Description: Items:
- Data-based Decision Making and Accountability
- Effective Instruction and Development of Cognitive/Academic Skills
- Prevention, Crisis Intervention, and Mental Health
- Research and Program Development
- School Psychology Practice and Development
Target: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline):
Responsible Individual(s): Practicum Supervisors

Measure: Preliminary Examinations
Direct - Exam
Details/Description: Item:
- School Psychology Specialty
Target: 85% of students receive a rating of 2.0 or above for each of the areas
Implementation Plan (timeline):
Responsible Individual(s): Faculty
### Objective 3.2
**Technology in Science, Practice, and Teaching**

Students will have knowledge of, skill in, and value for technology in science, practice, teaching, and communicating.

Students will complete a presentation including multi-media, statistical analysis, and graphing; and complete requirements to demonstrate computer science proficiency.

**Measure: Internship Evaluations**
Direct - Other

**Details/Description:**
- Information Technology

**Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains

**Implementation Plan (timeline):**

**Responsible Individual(s):** Internship Supervisors

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**Measure: Portfolio**
Direct - Portfolio

**Details/Description:**

**Target:** 85% of students receive a rating of meets expectation rating or above for each of the portfolio indicators

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

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**Measure: Practicum Evaluations**
Direct - Other

**Details/Description:**
- Information Technology

**Target:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):**

**Responsible Individual(s):** Practicum Supervisors

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### Objective 3.3
**Theory in Science, Practice, and Teaching**

Students will have knowledge of, skill in, and value for theory in science, practice, and teaching. Students will have a foundation in cognitive-behavioral theory and be exposed to a variety of other theories.

Students will be able to articulate and differentiate their theoretical orientation; articulate their own theoretical orientation and demonstrate this orientation in their professional activities; constructively analyze different theoretical orientations including their own as it relates to clinical practice; and relate a selected intervention to a

**Measure: Dissertation**
Direct - Student Artifact

**Details/Description:**

**Target:** 85% of students complete the program in 5 years

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

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**Measure: Portfolio**
Direct - Portfolio

**Details/Description:**

**Target:** 85% of students receive a rating of meets expectation rating or above for each of the portfolio indicators

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty
particular theory and justify its application to a presenting problem.

**Measure:** Preliminary Examinations  
Direct - Exam

**Details/Description:** Items:  
-School Psychology Specialty  
**Target:** 85% of students receive a rating of 2.0 or above for each of the areas  
**Implementation Plan (timeline):**  
**Responsible Individual(s):** Faculty

**Objective 3.4 Ethical, Legal, and Professional Guidelines**

Students will have knowledge of, skill in, and value for ethical, legal, and professional guidelines relevant to the field of psychology and the area of school psychology. Students will value and participate in professional development and lifelong learning activities.

Students will: have working knowledge of APA Ethical Principles of Psychologists and Code of Conduct and NASP’s Principles for Professional Ethics; be able to articulate ethical decision-making models; and be able to use supervision and consultation skills to resolve an ethical dilemma.

**Measure:** Internship Evaluations  
Direct - Other

**Details/Description:** Items:  
-School Psychology Practice and Development  
**Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains  
**Implementation Plan (timeline):**  
**Responsible Individual(s):** Internship Supervisors

**Measure:** Portfolio  
Direct - Portfolio

**Details/Description:** Items:  
-School and Systems Organization, Policy, Development, and Climate  
-School Psychology Practice and Development  
**Target:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):**  
**Responsible Individual(s):** Practicum Supervisors

**Measure:** Practicum Evaluations  
Direct - Other

**Details/Description:** Items:  
-School Psychology Specialty  
-Sub-Specialty Area  
**Target:** 85% of students receive a rating of 2.0 or above for each of the areas  
**Implementation Plan (timeline):**  
**Responsible Individual(s):** Faculty
### Assessment Plan

#### Outcomes and Measures

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<tr>
<th>Retired PHD in Ph.D.-Guid&amp;Psy Sch Psych Outcome Set</th>
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<tr>
<td><strong>Goal 1 Broad &amp; General Foundation of Professional Psychology</strong></td>
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<tr>
<td>Students will graduate with a broad and general foundation of professional psychology.</td>
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**Objective 1.1 Historical and Current Issues**

Students will have knowledge of, skill in, and value for historical and current issues in the field of psychology and the area of school psychology.

Students will be able to: describe the contributions of key figures in the history of psychology as well as the area of school psychology; and describe major issues of historical and current psychology as well as the leaders in those issues.

**Measure:** Dissertation  
Direct - Student Artifact

**Details/Description:**  
**Target:** 85% of students complete the program in 5 years  
**Implementation Plan (timeline):**  
**Responsible Individual(s):** Faculty

**Measure:** Portfolio  
Direct - Portfolio

**Details/Description:**  
**Target:** 85% of students receive meets expectation rating or above for each of the portfolio indicators  
**Implementation Plan (timeline):**  
**Responsible Individual(s):** Faculty

**Measure:** Preliminary Examinations  
Direct - Exam

**Details/Description:**  
**Item:** School Psychology Specialty  
**Target:** 85% of students receive a rating of 2.0 or above for each of the areas  
**Implementation Plan (timeline):**  
**Responsible Individual(s):** Faculty

**Objective 1.2 Foundations of Education and Psychology**

Students will have knowledge of, skill in, and value for foundations of education and psychology applied to issues of science, practice, and teaching.

**Measure:** Dissertation  
Direct - Student Artifact

**Details/Description:**  
**Target:** 85% of students complete the program in 5 years  
**Implementation Plan (timeline):**  
**Responsible Individual(s):** Faculty
Students will: be able to espouse a philosophy of education and learning; be able to describe the implications of major research studies as applied to learning; be able to describe the components of effective curriculum and instruction and how it affects the learning of children; identify a primary theoretical orientation to address psychological issues; and be able to describe the role and function of psychology in the schools.

**Objective 1.3 Human Development**

Students will have knowledge of, skill in, and value for theories, models, and research literature in the the areas of human development.

Students will be able to: describe the implications of major theorists’ contributions to education and psychology; understand and define milestones of normal human development; and describe the implications of current research as it applies to children’s learning.

**Measure: Portfolio**

**Direct - Portfolio**

**Details/Description:**

Target: 85% of students receive meets expectation rating or above for each of the portfolio indicators

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

**Measure: Preliminary Examinations**

**Direct - Exam**

**Details/Description:** Items:
- Cognitive-Affective Bases of Behavior
- Biological Bases of Behavior
- Social Bases of Behavior
- Individual Bases of Behavior

Target: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

**Measure: Internship Evaluations**

**Direct - Other**

**Details/Description:** Items:
- Effective Instruction and Development of Cognitive/Academic Skills
- Socialization and Development of Life Skills

Target: 85% of students receive a rating of meets expectations or above for each of the rated domains

**Implementation Plan (timeline):**

**Responsible Individual(s):** Internship Supervisors

**Measure: Portfolio**

**Direct - Portfolio**

**Details/Description:**

Target: 85% of students receive meets expectation rating or above for each of the portfolio indicators

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

**Measure: Practicum Evaluations**

**Direct - Other**

**Details/Description:** Items:
- Effective Instruction and Development of Cognitive/Academic Skills
- Socialization and Development of Life Skills: Behavioral Area
- Socialization and Development of Life Skills: Affective Area
- Student Diversity in Development and Learning

Target: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):**
**Objective 1.4 Ethnic, Racial, and Cultural Diversity**
Students will have knowledge of, skill in, and value for ethnic, racial, and cultural diversity in personal and professional activities.

Students will be able to: describe the impact of cultural issues upon learning; identify racial identity models and their implications for psychology; describe the impact of cultural issues on assessment and intervention; and describe the impact of cultural issues on school systems.

**Measure: Internship Evaluations**
Direct - Other

**Details/Description:** Items:
- Student Diversity in Development and Learning
- School Psychology Practice and Development

**Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains

**Implementation Plan (timeline):**

**Responsible Individual(s):** Internship Supervisors

**Measure: Portfolio**
Direct - Portfolio

**Details/Description:**

**Target:** 85% of students receive meets expectation rating or above for each of the portfolio indicators

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

**Measure: Practicum Evaluations**
Direct - Other

**Details/Description:** Items:
- Student Diversity in Development and Learning
- School Psychology Practice and Development

**Target:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):**

**Responsible Individual(s):** Practicum Supervisors

**Measure: Preliminary Examinations**
Direct - Exam

**Details/Description:** Item:
- School Psychology Specialty

**Target:** Meets Expectations
Goal 2 Knowledge and Skills of an Entry-Level Practitioner
Students will graduate with necessary knowledge and skills to become an entry-level practitioner of professional school psychology.

Objective 2.1 Assessment Techniques and Instruments

Measure: Internship Evaluations
Direct - Other

Details/Description: Items:
- Research and Program Development
- Information Technology
Target: 85% of students receive a rating of meets expectations or above for each of the rated domains
Implementation Plan (timeline):
Responsible Individual(s): Internship Supervisors

Measure: Portfolio
Direct - Portfolio

Details/Description:
Target: 85% of students receive meets expectation rating or above for each of the portfolio indicators
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Measure: Practicum Evaluations
Direct - Other

Details/Description: Items:
- Data-based Decision Making and Accountability
- Research and Program Development
- Information Technology
Target: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline):
Responsible Individual(s): Practicum Supervisors

Measure: Preliminary Examinations
Direct - Exam

Details/Description: Item:
- School Psychology Specialty
Target: 85% of students receive a rating of 2.0 or above for each of the areas
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Objective 2.2 Empirically Supported Interventions

Measure: Internship Evaluations
Direct - Other
knowledge of, skill in, and value for designing, implementing, and evaluating empirically supported interventions relevant to the field of psychology and the area of school psychology.

Students will be able to: efficiently and accurately identify the presenting problems; match research-based interventions to presenting problems; and evaluate the efficacy of selected interventions and make appropriate modifications when necessary.

**Measure: Internship Evaluations**  
Direct - Other

**Details/Description:**  
- Effective Instruction and Development of Cognitive/Academic Skills  
- Socialization and Development of Life Skills  
- Prevention, Crisis Intervention, and Mental Health

**Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains

**Implementation Plan (timeline):**  
**Responsible Individual(s):** Internship Supervisors

**Measure: Portfolio**  
Direct - Portfolio

**Details/Description:**  
- Effective Instruction and Development of Cognitive/Academic Skills  
- Socialization and Development of Life Skills  
- Prevention, Crisis Intervention, and Mental Health

**Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains

**Implementation Plan (timeline):**  
**Responsible Individual(s):** Internship Supervisors

**Measure: Preliminary Examinations**  
Direct - Exam

**Details/Description:** Item:  
- School Psychology Specialty

**Target:** 85% of students receive a rating of 2.0 or above for each of the areas

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

**Objective 2.3**  
**Quantitative and Qualitative Research Methods**

Students will have knowledge of, skill in, and value for applying quantitative and qualitative research methods to questions in psychology, education, and related fields.

Students will be able to: match an appropriate design to a research question; distinguish

**Measure: Dissertation**  
Direct - Student Artifact

**Details/Description:**  
- School Psychology Specialty

**Target:** 85% of students complete the program in 5 years

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

**Measure: Portfolio**  
Direct - Portfolio
between and understand the utility of different research designs; describe the threats to internal and external validity of a variety of research designs; independently conduct a scholarly inquiry; and conduct appropriate analyses of a given data set.

**Details/Description:**
**Target:** 85% of students receive meets expectation rating or above for each of the portfolio indicators

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

** Measure: Preliminary Examinations**
Direct - Exam

**Details/Description:** Item:
- Sub-Specialty Area

**Target:** 85% of students receive a rating of 2.0 or above for each of the areas

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

**Objective 2.4**
**Consultation Models and Techniques**

Students will have knowledge of, skill in, and value for applying and evaluating consultation models and techniques with a diverse array of consultees.

Students will be able to: articulate a consultation model; and demonstrate effective use of consultation skills as applied to school-based and clinical settings.

** Measure: Internship Evaluations**
Direct - Other

**Details/Description:** Items:
- Consultation and Collaboration
- Home/School/Community Collaboration

**Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains

**Implementation Plan (timeline):**
**Responsible Individual(s):** Internship Supervisors

** Measure: Portfolio**
Direct - Portfolio

**Details/Description:**
**Target:** 85% of students receive meets expectation rating or above for each of the portfolio indicators

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

** Measure: Practicum Evaluations**
Direct - Other

**Details/Description:** - Interpersonal Communication
- Collaboration
- Consultation
- Home/School/Community Collaboration

**Target:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):**
**Responsible Individual(s):** Practicum Supervisors

** Measure: Preliminary Examinations**
Direct - Exam

**Details/Description:** Item:
- School Psychology Specialty

**Target:** 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

### Goal 3 Competent Professionals and Lifelong Learners

Through experiential learning opportunities, students will have the skills to be competent professionals and lifelong learners.

#### Objective 3.1 Science in Practice

Students will have knowledge of, skill in, and value for science in their practice and for issues of practice in their research.

Students will: be able to present a rationale for assessment and intervention with appropriately cited research for a presenting problem; provide a research-based critique of an assessment tool within their practice; and present a clinical case study with appropriate literature citation including background, assessment, intervention, and implications.

#### Measure: Internship Evaluations

**Direct - Other**

**Details/Description:** Items:
- Data-based Decision Making and Accountability
- Effective Instruction and Development of Cognitive/Academic Skills
- Prevention, Crisis Intervention, and Mental Health
- Research and Program Development
- School Psychology Practice and Development

**Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains

**Implementation Plan (timeline):**

**Responsible Individual(s):** Internship Supervisors

#### Measure: Portfolio

**Direct - Portfolio**

**Details/Description:**

**Target:** 85% of students receive meets expectation rating or above for each of the portfolio indicators

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

#### Measure: Practicum Evaluations

**Direct - Other**

**Details/Description:** Items:
- Data-based Decision Making and Accountability
- Effective Instruction and Development of Cognitive/Academic Skills
- Prevention, Crisis Intervention, and Mental Health
- Research and Program Development
- School Psychology Practice and Development

**Target:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):**

**Responsible Individual(s):** Practicum Supervisors

#### Measure: Preliminary Examinations

**Direct - Exam**

**Details/Description:** Item:
- School Psychology Specialty

**Target:** 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty
**Objective 3.2 Technology in Science, Practice, and Teaching**

Students will have knowledge of, skill in, and value for technology in science, practice, teaching, and communicating.

Students will complete a presentation including multi-media, statistical analysis, and graphing; and complete requirements to demonstrate computer science proficiency.

**Measure: Internship Evaluations**
Direct - Other

**Details/Description:** Item:
- Information Technology

**Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains

**Implementation Plan (timeline):**

**Responsible Individual(s):** Internship Supervisors

**Measure: Portfolio**
Direct - Portfolio

**Details/Description:**

**Target:** 85% of students receive meets expectation rating or above for each of the portfolio indicators

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

**Objective 3.3 Theory in Science, Practice, and Teaching**

Students will have knowledge of, skill in, and value for theory in science, practice, and teaching. Students will have a foundation in cognitive-behavioral theory and be exposed to a variety of other theories.

Students will be able to: articulate and differentiate their theoretical orientation; articulate their own theoretical orientation and demonstrate this orientation in their professional activities; constructively analyze different theoretical orientations including their own as it relates to clinical practice; and relate a selected intervention to a

**Measure: Practicum Evaluations**
Direct - Other

**Details/Description:** Item:
- Information Technology

**Target:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):**

**Responsible Individual(s):** Practicum Supervisors

**Measure: Dissertation**
Direct - Student Artifact

**Details/Description:**

**Target:** 85% of students complete the program in 5 years

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

**Measure: Portfolio**
Direct - Portfolio

**Details/Description:**

**Target:** 85% of students receive meets expectation rating or above for each of the portfolio indicators

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty
particular theory and justify its application to a presenting problem.

Objective 3.4 Ethical, Legal, and Professional Guidelines
Students will have knowledge of, skill in, and value for ethical, legal, and professional guidelines relevant to the field of psychology and the area of school psychology. Students will value and participate in professional development and lifelong learning activities.

Students will: have working knowledge of APA Ethical Principles of Psychologists and Code of Conduct and NASP's Principles for Professional Ethics; be able to articulate ethical decision-making models; and be able to use supervision and consultation skills to resolve an ethical dilemma.

Measure: Preliminary Examinations
Direct - Exam

Details/Description: Item:
-School Psychology Specialty
Target: 85% of students receive a rating of 2.0 or above for each of the areas
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Measure: Internship Evaluations
Direct - Other

Details/Description: Item:
-School Psychology Practice and Development
Target: 85% of students receive a rating of meets expectations or above for each of the rated domains
Implementation Plan (timeline):
Responsible Individual(s): Internship Supervisors

Measure: Portfolio
Direct - Portfolio

Details/Description:
Target: 85% of students receive meets expectation rating or above for each of the portfolio indicators
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Measure: Practicum Evaluations
Direct - Other

Details/Description: Items:
-School and Systems Organization, Policy, Development, and Climate
-School Psychology Practice and Development
Target: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline):
Responsible Individual(s): Practicum Supervisors

Measure: Preliminary Examinations
Direct - Exam

Details/Description: Items:
-School Psychology Specialty
-Sub-Speciality Area
Target: 85% of students receive a rating of 2.0 or above for each of the areas
Implementation Plan (timeline):
Responsible Individual(s): Faculty
## Assessment Findings

### Finding per Measure

#### Retired PHD in Ph.D.-Guid&Psy Sch Psych Outcome Set

**Goal 1 Broad & General Foundation of Professional Psychology**

Students will graduate with a broad and general foundation of professional psychology.

<table>
<thead>
<tr>
<th>Objective 1.1 Historical and Current Issues</th>
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**Measure: Dissertation**

Direct - Student Artifact

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**Findings for Dissertation**

No Findings Added

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**Findings for Preliminary Examinations**

No Findings Added

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<th>Objective 1.2 Foundations of Education and</th>
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**Measure: Dissertation**

Direct - Student Artifact

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

No Findings Added
Psychology
Students will have knowledge of, skill in, and value for foundations of education and psychology applied to issues of science, practice, and teaching.

Students will: be able to espouse a philosophy of education and learning; be able to describe the implications of major research studies as applied to learning; be able to describe the components of effective curriculum and instruction and how it affects the learning of children; identify a primary theoretical orientation to address psychological issues; and be able to describe the role and function of psychology in the schools.

Details/Description:
**Target:** 85% of students complete the program in 5 years

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

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**Findings for Dissertation**

*No Findings Added*

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

Details/Description:
**Target:** 85% of students receive meets expectation rating or above for each of the portfolio indicators

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

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**Findings for Portfolio**

*No Findings Added*

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**Measure:** Preliminary Examinations
**Direct - Exam**

Details/Description:
**Items:**
- Cognitive-Affective Bases of Behavior
- Biological Bases of Behavior
- Social Bases of Behavior
- Individual Bases of Behavior

**Target:** 85% of students receive a rating of 2.0 or above for each of the areas

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

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**Findings for Preliminary Examinations**

*No Findings Added*

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**Objective 1.3 Human Development**
Students will have knowledge of, skill in, and value for theories, models, and research literature in the three areas of human development.

Students will be able to: describe the implications of major theorists’ contributions to education and psychology; understand and define

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

Details/Description:
**Items:**
- Effective Instruction and Development of Cognitive/Academic Skills
- Socialization and Development of Life Skills

**Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains

**Implementation Plan (timeline):**
**Responsible Individual(s):** Internship Supervisors
Findings for Internship Evaluations

No Findings Added

Measure: Portfolio
Direct - Portfolio

Details/Description:
Target: 85% of students receive meets expectation rating or above for each of the portfolio indicators

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

Findings for Portfolio

No Findings Added

Measure: Practicum Evaluations
Direct - Other

Details/Description:
- Effective Instruction and Development of Cognitive/Academic Skills
- Socialization and Development of Life Skills: Behavioral Area
- Socialization and Development of Life Skills: Affective Area
- Student Diversity in Development and Learning
Target: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline):
Responsible Individual(s): Practicum Supervisors

Findings for Practicum Evaluations

No Findings Added

Measure: Preliminary Examinations
Direct - Exam

Details/Description:
- Cognitive-Affective Bases of Behavior
- Biological Bases of Behavior
- Social Bases of Behavior
- Individual Bases of Behavior
Target: Meets Expectations

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

Findings for Preliminary Examinations

No Findings Added
### Objective 1.4 Ethnic, Racial, and Cultural Diversity

Students will have knowledge of, skill in, and value for ethnic, racial, and cultural diversity in personal and professional activities. Students will be able to: describe the impact of cultural issues upon learning; identify racial identity models and their implications for psychology; describe the impact of cultural issues on assessment and intervention; and describe the impact of cultural issues on school systems.

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

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Findings for Preliminary Examinations

No Findings Added

Goal 2 Knowledge and Skills of an Entry-Level Practitioner
Students will graduate with necessary knowledge and skills to become an entry-level practitioner of professional school psychology.

Objective 2.1 Assessment Techniques and Instruments
Students will have knowledge of, skill in, and value for administering, interpreting, and designing assessment techniques and instruments relevant to the field of psychology and the area of school psychology.

Students will be able to: efficiently select, administer, and score cognitive assessments; efficiently select, administer, and score academic assessments; efficiently select, administer, and score behavioral assessments; efficiently select, administer, and score personality assessments; develop and justify an appropriate comprehensive assessment to match a referral question; and articulate findings as well as recommendations in the form of well-written integrated reports.

Measure: Internship Evaluations
Direct - Other

Details/Description:
- Research and Program Development
- Information Technology

Target: 85% of students receive a rating of meets expectations or above for each of the rated domains

Implementation Plan (timeline):

Responsible Individual(s): Internship Supervisors

Findings for Internship Evaluations

No Findings Added

Measure: Portfolio
Direct - Portfolio

Details/Description:
- Research and Program Development
- Information Technology

Target: 85% of students receive a rating of meets expectation rating or above for each of the portfolio indicators

Implementation Plan (timeline):

Responsible Individual(s): Faculty

Findings for Portfolio

No Findings Added

Measure: Practicum Evaluations
Direct - Other

Details/Description:
- Data-based Decision Making and Accountability
- Research and Program Development
- Information Technology

Target: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline):

Responsible Individual(s): Practicum Supervisors

Findings for Practicum Evaluations

No Findings Added
**Objective 2.2 Empirically Supported Interventions**

Students will have knowledge of, skill in, and value for designing, implementing, and evaluating empirically supported interventions relevant to the field of psychology and the area of school psychology.

Students will be able to: efficiently and accurately identify the presenting problems; match research-based interventions to presenting problems; and evaluate the efficacy of selected interventions and make appropriate modifications when necessary.

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Objective 2.3
Quantitative and Qualitative Research Methods

Students will have knowledge of, skill in, and value for applying quantitative and qualitative research methods to questions in psychology, education, and related fields.

Students will be able to: match an appropriate design to a research question; distinguish between and understand the utility of different research designs; describe the threats to internal and external validity of a variety of research designs; independently conduct a scholarly inquiry; and conduct appropriate analyses of a given data set.

Measure: Dissertation
Direct - Student Artifact

Details/Description:
Target: 85% of students complete the program in 5 years
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Findings for Dissertation
No Findings Added

Measure: Portfolio
Direct - Portfolio

Details/Description:
Target: 85% of students receive meets expectation rating or above for each of the portfolio indicators
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Findings for Portfolio
No Findings Added

Measure: Preliminary Examinations
Direct - Exam

Findings for Preliminary Examinations
No Findings Added

Measure: Preliminary Examinations
Direct - Exam

Findings for Portfolio
No Findings Added

Measure: Portfolio
Direct - Portfolio

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Measure: Preliminary Examinations
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Measure: Preliminary Examinations
Direct - Exam

Findings for Portfolio
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Measure: Preliminary Examinations
Direct - Exam

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Findings for Portfolio
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Measure: Preliminary Examinations
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Findings for Portfolio
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Findings for Dissertation
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Target: 85% of students receive meets expectation rating or above for each of the portfolio indicators
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Findings for Portfolio
No Findings Added

Measure: Preliminary Examinations
Direct - Exam

Findings for Portfolio
No Findings Added

Objective 2.3
Quantitative and Qualitative Research Methods

Students will have knowledge of, skill in, and value for applying quantitative and qualitative research methods to questions in psychology, education, and related fields.

Students will be able to: match an appropriate design to a research question; distinguish between and understand the utility of different research designs; describe the threats to internal and external validity of a variety of research designs; independently conduct a scholarly inquiry; and conduct appropriate analyses of a given data set.

Measure: Dissertation
Direct - Student Artifact

Details/Description:
Target: 85% of students complete the program in 5 years
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Findings for Dissertation
No Findings Added

Measure: Portfolio
Direct - Portfolio

Details/Description:
Target: 85% of students receive meets expectation rating or above for each of the portfolio indicators
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Findings for Portfolio
No Findings Added

Measure: Preliminary Examinations
Direct - Exam

Findings for Portfolio
No Findings Added
Details/Description: Item:
- Sub-Specialty Area
Target: 85% of students receive a rating of 2.0 or above for each of the areas

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

Findings for Preliminary Examinations

No Findings Added

Objective 2.4 Consultation Models and Techniques

Students will have knowledge of, skill in, and value for applying and evaluating consultation models and techniques with a diverse array of consultees.

Students will be able to articulate a consultation model; and demonstrate effective use of consultation skills as applied to school-based and clinical settings.

Measure: Internship Evaluations
Direct - Other

Details/Description: Items:
- Consultation and Collaboration
- Home/School/Community Collaboration
Target: 85% of students receive a rating of meets expectations or above for each of the rated domains

Implementation Plan (timeline):
Responsible Individual(s): Internship Supervisors

Findings for Internship Evaluations

No Findings Added

Measure: Portfolio
Direct - Portfolio

Details/Description:
Target: 85% of students receive meets expectation rating or above for each of the portfolio indicators

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

Findings for Portfolio

No Findings Added

Measure: Practicum Evaluations
Direct - Other

Details/Description: - Interpersonal Communication
- Collaboration
- Consultation
- Home/School/Community Collaboration
Target: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline):
Responsible Individual(s): Practicum Supervisors

Findings for Practicum Evaluations

No Findings Added
### Findings for Practicum Evaluations

*No Findings Added*

#### Measure: Preliminary Examinations  
Direct - Exam

- **Details/Description:** Item:
  - School Psychology Specialty
  - **Target:** 85% of students receive a rating of 2.0 or above for each of the areas
  - **Implementation Plan (timeline):**
  - **Responsible Individual(s):** Faculty

*Findings for Preliminary Examinations*

*No Findings Added*

### Goal 3 Competent Professionals and Lifelong Learners

Through experiential learning opportunities, students will have the skills to be competent professionals and lifelong learners.

#### Objective 3.1 Science in Practice

Students will have knowledge of, skill in, and value for science in their practice and for issues of practice in their research.

- Students will: be able to present a rationale for assessment and intervention with appropriately cited research for a presenting problem; provide a research-based critique of an assessment tool within their practice; and present a clinical case study with appropriate literature citation including background, assessment, intervention, and implications.

#### Measure: Internship Evaluations  
Direct - Other

- **Details/Description:** Items:
  - Data-based Decision Making and Accountability
  - Effective Instruction and Development of Cognitive/Academic Skills
  - Prevention, Crisis Intervention, and Mental Health
  - Research and Program Development
  - School Psychology Practice and Development
  - **Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains
  - **Implementation Plan (timeline):**
  - **Responsible Individual(s):** Internship Supervisors

*Findings for Internship Evaluations*

*No Findings Added*

#### Measure: Portfolio  
Direct - Portfolio

- **Details/Description:**
  - **Target:** 85% of students receive meets expectation rating or above for each of the portfolio indicators
  - **Implementation Plan (timeline):**
  - **Responsible Individual(s):** Faculty

*Findings for Portfolio*

*No Findings Added*
**Objective 3.2**  
Technology in Science, Practice, and Teaching

Students will have knowledge of, skill in, and value for technology in science, practice, teaching, and communicating.

Students will complete a presentation including multi-media, statistical analysis, and graphing; and complete requirements to demonstrate computer science proficiency.

**Measure: Internship Evaluations**  
Direct - Other

**Details/Description:** Item:
- Information Technology
**Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains

**Implementation Plan (timeline):**
- School Psychology Specialty

**Responsible Individual(s):** Internship Supervisors

**Findings for Internship Evaluations**

*No Findings Added*

**Measure: Preliminary Examinations**  
Direct - Exam

**Details/Description:** Item:
- School Psychology Specialty
**Target:** 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):**
- Faculty

**Findings for Preliminary Examinations**

*No Findings Added*

**Measure: Practicum Evaluations**  
Direct - Other

**Details/Description:** Items:
- Data-based Decision Making and Accountability
- Effective Instruction and Development of Cognitive/Academic Skills
- Prevention, Crisis Intervention, and Mental Health
- Research and Program Development
- School Psychology Practice and Development

**Target:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):**

**Responsible Individual(s):** Practicum Supervisors

**Findings for Practicum Evaluations**

*No Findings Added*
Objective 3.3 Theory in Science, Practice, and Teaching

Students will have knowledge of, skill in, and value for theory in science, practice, and teaching. Students will have a foundation in cognitive-behavioral theory and be exposed to a variety of other theories.

Students will be able to: articulate and differentiate their theoretical orientation; articulate their own theoretical orientation and demonstrate this orientation in their professional activities; constructively analyze different theoretical orientations including their own as it relates to clinical practice; and relate a selected intervention to a particular theory and justify its application to a presenting problem.

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

Findings for Portfolio
No Findings Added

Measure: Practicum Evaluations
Direct - Other

Details/Description:
- Item: Information Technology
- Target: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline):
Responsible Individual(s): Practicum Supervisors

Findings for Practicum Evaluations
No Findings Added

Measure: Dissertation
Direct - Student Artifact

Details/Description:
- Target: 85% of students complete the program in 5 years

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

Findings for Dissertation
No Findings Added

Measure: Portfolio
Direct - Portfolio

Details/Description:
- Target: 85% of students receive meets expectation rating or above for each of the portfolio indicators

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

Findings for Portfolio
No Findings Added

Measure: Preliminary Examinations
Direct - Exam
### Objective 3.4 Ethical, Legal, and Professional Guidelines

Students will have knowledge of, skill in, and value for ethical, legal, and professional guidelines relevant to the field of psychology and the area of school psychology. Students will value and participate in professional development and lifelong learning activities.

Students will: have working knowledge of APA Ethical Principles of Psychologists and Code of Conduct and NASP’s Principles for Professional Ethics; be able to articulate ethical decision-making models; and be able to use supervision and consultation skills to resolve an ethical dilemma.

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

**Details/Description:** Item:
- School Psychology Practice and Development

**Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains

**Implementation Plan (timeline):**
- Responsible Individual(s): Internship Supervisors

**Findings for Internship Evaluations**

No Findings Added

**Measure:** Portfolio
- Direct - Portfolio

**Details/Description:**

**Target:** 85% of students receive meets expectation rating or above for each of the portfolio indicators

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

**Findings for Portfolio**

No Findings Added

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

**Details/Description:** Items:
- School and Systems Organization, Policy, Development, and Climate
- School Psychology Practice and Development

**Target:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):**
- Responsible Individual(s): Practicum Supervisors

**Findings for Practicum Evaluations**

No Findings Added
### Measure: Preliminary Examinations

**Direct - Exam**

**Details/Description:** Items:
- School Psychology Specialty
- Sub-Specialty Area

**Target:** 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

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#### Findings for Preliminary Examinations

No Findings Added

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### Overall Recommendations

No text specified

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### Overall Reflection

No text specified
## Assessment Plan

### Outcomes and Measures

**Retired PHD in Ph.D.-Guid&Psy Sch Psych Outcome Set**

**Goal 1 Broad & General Foundation of Professional Psychology**

Students will graduate with a broad and general foundation of professional psychology.

| Objective 1.1 Historical and Current Issues | Measure: | Dissertation  
| Direct - Student Artifact | Details/Description:  
Target: 85% of students complete the program in 5 years  
Implementation Plan (timeline): 
Responsible Individual(s): Faculty |

| Objective 1.2 Foundations of Education and Psychology | Measure: | Dissertation  
| Direct - Student Artifact | Details/Description:  
Target: 85% of students complete the program in 5 years  
Implementation Plan (timeline): 
Responsible Individual(s): Faculty |
Students will: be able to espouse a philosophy of education and learning; be able to describe the implications of major research studies as applied to learning; be able to describe the components of effective curriculum and instruction and how it affects the learning of children; identify a primary theoretical orientation to address psychological issues; and be able to describe the role and function of psychology in the schools.

**Objective 1.3 Human Development**

Students will have knowledge of, skill in, and value for theories, models, and research literature in the the areas of human development.

Students will be able to: describe the implications of major theorists’ contributions to education and psychology; understand and define milestones of normal human development; and describe the implications of current research as it applies to children’s learning.

**Measure: Portfolio**

**Details/Description:**
- Target: 85% of students receive meets expectation rating or above for each of the portfolio indicators

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

**Measure: Preliminary Examinations**

**Details/Description:** Items:
- Cognitive-Affective Bases of Behavior
- Biological Bases of Behavior
- Social Bases of Behavior
- Individual Bases of Behavior
- Target: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

**Measure: Internship Evaluations**

**Details/Description:** Items:
- Effective Instruction and Development of Cognitive/Academic Skills
- Socialization and Development of Life Skills
- Target: 85% of students receive a rating of meets expectations or above for each of the rated domains

**Implementation Plan (timeline):**

**Responsible Individual(s):** Internship Supervisors

**Measure: Portfolio**

**Details/Description:**
- Target: 85% of students receive meets expectation rating or above for each of the portfolio indicators

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

**Measure: Practicum Evaluations**

**Details/Description:** Items:
- Effective Instruction and Development of Cognitive/Academic Skills
- Socialization and Development of Life Skills: Behavioral Area
- Socialization and Development of Life Skills: Affective Area
- Student Diversity in Development and Learning
- Target: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):**
Objective 1.4 Ethnic, Racial, and Cultural Diversity

Students will have knowledge of, skill in, and value for ethnic, racial, and cultural diversity in personal and professional activities.

Students will be able to: describe the impact of cultural issues upon learning; identify racial identity models and their implications for psychology; describe the impact of cultural issues on assessment and intervention; and describe the impact of cultural issues on school systems.

Measure: Preliminary Examinations
Direct - Exam
Details/Description: Items:
- Cognitive-Affective Bases of Behavior
- Biological Bases of Behavior
- Social Bases of Behavior
- Individual Bases of Behavior
Target: Meets Expectations
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Measure: Internship Evaluations
Direct - Other
Details/Description: Items:
- Student Diversity in Development and Learning
- School Psychology Practice and Development
Target: 85% of students receive a rating of meets expectations or above for each of the rated domains
Implementation Plan (timeline):
Responsible Individual(s): Internship Supervisors

Measure: Portfolio
Direct - Portfolio
Details/Description:
Target: 85% of students receive meets expectation rating or above for each of the portfolio indicators
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Measure: Practicum Evaluations
Direct - Other
Details/Description: Items:
- Student Diversity in Development and Learning
- School Psychology Practice and Development
Target: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline):
Responsible Individual(s): Practicum Supervisors

Measure: Preliminary Examinations
Direct - Exam
Details/Description: Item:
- School Psychology Specialty
Target: Meets Expectations
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Goal 2 Knowledge and Skills of an Entry-Level Practitioner
Students will graduate with necessary knowledge and skills to become an entry-level practitioner of professional school psychology.

Objective 2.1 Assessment Techniques and Instruments
Students will have knowledge of, skill in, and value for administering, interpreting, and designing assessment techniques and instruments relevant to the field of psychology and the area of school psychology.

Measure: Internship Evaluations
Direct - Other

Details/Description: Items:
- Research and Program Development
- Information Technology
Target: 85% of students receive a rating of meets expectations or above for each of the rated domains
Implementation Plan (timeline):
Responsible Individual(s): Internship Supervisors

Measure: Portfolio
Direct - Portfolio

Details/Description:
Target: 85% of students receive a rating of meets expectation rating or above for each of the portfolio indicators
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Measure: Practicum Evaluations
Direct - Other

Details/Description: Items:
- Data-based Decision Making and Accountability
- Research and Program Development
- Information Technology
Target: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline):
Responsible Individual(s): Practicum Supervisors

Measure: Preliminary Examinations
Direct - Exam

Details/Description: Item:
- School Psychology Specialty
Target: 85% of students receive a rating of 2.0 or above for each of the areas
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Objective 2.2 Empirically Supported Interventions
Students will have
knowledge of, skill in, and value for designing, implementing, and evaluating empirically supported interventions relevant to the field of psychology and the area of school psychology.

Students will be able to: efficiently and accurately identify the presenting problems; match research-based interventions to presenting problems; and evaluate the efficacy of selected interventions and make appropriate modifications when necessary.

**Details/Description:**
- Effective Instruction and Development of Cognitive/Academic Skills
- Socialization and Development of Life Skills
- Prevention, Crisis Intervention, and Mental Health

**Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains

**Implementation Plan (timeline):**
**Responsible Individual(s):** Internship Supervisors

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

**Details/Description:**
- Effective Instruction and Development of Cognitive/Academic Skills
- Socialization and Development of Life Skills: Behavioral Area
- Socialization and Development of Life Skills: Affective Area
- Prevention, Crisis Intervention, and Mental Health

**Target:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

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

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

**Details/Description:**
- Effective Instruction and Development of Cognitive/Academic Skills
- Socialization and Development of Life Skills: Behavioral Area
- Socialization and Development of Life Skills: Affective Area
- Prevention, Crisis Intervention, and Mental Health

**Target:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):**
**Responsible Individual(s):** Practicum Supervisors

**Measure:** Preliminary Examinations
**Direct - Exam**

**Details/Description:**
- School Psychology Specialty

**Target:** 85% of students receive a rating of 2.0 or above for each of the areas

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

**Objective 2.3 Quantitative and Qualitative Research Methods**

Students will have knowledge of, skill in, and value for applying quantitative and qualitative research methods to questions in psychology, education, and related fields.

Students will be able to: match an appropriate design to a research question; distinguish

**Measure:** Dissertation
**Direct - Student Artifact**

**Details/Description:**
- 85% of students complete the program in 5 years

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

**Measure:** Portfolio
**Direct - Portfolio**
between and understand the utility of different research designs; describe the threats to internal and external validity of a variety of research designs; independently conduct a scholarly inquiry; and conduct appropriate analyses of a given data set.

**Details/Description:**
**Target:** 85% of students receive meets expectation rating or above for each of the portfolio indicators

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

**Measure:** Preliminary Examinations
**Direct - Exam**

**Details/Description:** Item:
**-Sub-Specialty Area**
**Target:** 85% of students receive a rating of 2.0 or above for each of the areas

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

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**Objective 2.4**
**Consultation Models and Techniques**

Students will have knowledge of, skill in, and value for applying and evaluating consultation models and techniques with a diverse array of consultees.

Students will be able to: articulate a consultation model; and demonstrate effective use of consultation skills as applied to school-based and clinical settings.

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

**Details/Description:** Items:
**-Consultation and Collaboration**
**-Home/School/Community Collaboration**
**Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains

**Implementation Plan (timeline):**
**Responsible Individual(s):** Internship Supervisors

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

**Details/Description:**
**Target:** 85% of students receive meets expectation rating or above for each of the portfolio indicators

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

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

**Details/Description:**
**-Interpersonal Communication**
**-Collaboration**
**-Consultation**
**-Home/School/Community Collaboration**
**Target:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):**
**Responsible Individual(s):** Practicum Supervisors

**Measure:** Preliminary Examinations
**Direct - Exam**

**Details/Description:** Item:
**Goal 3 Competent Professionals and Lifelong Learners**

Through experiential learning opportunities, students will have the skills to be competent professionals and lifelong learners.

### Objective 3.1 Science in Practice

Students will have knowledge of, skill in, and value for science in their practice and for issues of practice in their research.

Students will: be able to present a rationale for assessment and intervention with appropriately cited research for a presenting problem; provide a research-based critique of an assessment tool within their practice; and present a clinical case study with appropriate literature citation including background, assessment, intervention, and implications.

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### Objective 3.2 Technology in Science, Practice, and Teaching

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### Objective 3.3 Theory in Science, Practice, and Teaching

**Measure:** Practicum Evaluations

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**Measure:** Dissertation

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particular theory and justify its application to a presenting problem.

**Objective 3.4 Ethical, Legal, and Professional Guidelines**

Students will have knowledge of, skill in, and value for ethical, legal, and professional guidelines relevant to the field of psychology and the area of school psychology. Students will value and participate in professional development and lifelong learning activities.

Students will: have working knowledge of APA Ethical Principles of Psychologists and Code of Conduct and NASP’s Principles for Professional Ethics; be able to articulate ethical decision-making models; and be able to use supervision and consultation skills to resolve an ethical dilemma.

**Measure: Preliminary Examinations**
Direct - Exam

**Details/Description:**
-School Psychology Specialty
**Target:** 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

**Measure: Internship Evaluations**
Direct - Other

**Details/Description:**
-School Psychology Practice and Development
**Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains

**Implementation Plan (timeline):**

**Responsible Individual(s):** Internship Supervisors

**Measure: Portfolio**
Direct - Portfolio

**Details/Description:**
**Target:** 85% of students receive meets expectation rating or above for each of the portfolio indicators

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

**Measure: Practicum Evaluations**
Direct - Other

**Details/Description:**
-School and Systems Organization, Policy, Development, and Climate
-School Psychology Practice and Development
**Target:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):**

**Responsible Individual(s):** Practicum Supervisors

**Measure: Preliminary Examinations**
Direct - Exam

**Details/Description:**
-School Psychology Specialty
-Sub-Speciality Area
**Target:** 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty
# Assessment Findings

## Finding per Measure

### Retired PHD in Ph.D.-Guid&Psy Sch Psych Outcome Set

**Goal 1 Broad & General Foundation of Professional Psychology**

Students will graduate with a broad and general foundation of professional psychology.

<table>
<thead>
<tr>
<th>Objective 1.1 Historical and Current Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will have knowledge of, skill in, and value for historical and current issues in the field of psychology and the area of school psychology. Students will be able to: describe the contributions of key figures in the history of psychology as well as the area of school psychology; and describe major issues of historical and current psychology as well as the leaders in those issues.</td>
</tr>
</tbody>
</table>

### Measure: Dissertation

**Direct - Student Artifact**

**Details/Description:**
- Target: 85% of students complete the program in 5 years
- Implementation Plan (timeline):
- Responsible Individual(s): Faculty

**Findings for Dissertation**

*No Findings Added*

### Measure: Portfolio

**Direct - Portfolio**

**Details/Description:**
- Target: 85% of students receive meets expectation rating or above for each of the portfolio indicators
- Implementation Plan (timeline):
- Responsible Individual(s): Faculty

**Findings for Portfolio**

*No Findings Added*

### Measure: Preliminary Examinations

**Direct - Exam**

**Details/Description:**
- Item: School Psychology Specialty
- Target: 85% of students receive a rating of 2.0 or above for each of the areas
- Implementation Plan (timeline):
- Responsible Individual(s): Faculty

**Findings for Preliminary Examinations**

*No Findings Added*

### Objective 1.2 Foundations of Education and
**Psychology**

Students will have knowledge of, skill in, and value for foundations of education and psychology applied to issues of science, practice, and teaching.

Students will: be able to espouse a philosophy of education and learning; be able to describe the implications of major research studies as applied to learning; be able to describe the components of effective curriculum and instruction and how it affects the learning of children; identify a primary theoretical orientation to address psychological issues; and be able to describe the role and function of psychology in the schools.

---

**Details/Description:**

- **Target:** 85% of students complete the program in 5 years
- **Implementation Plan (timeline):**
- **Responsible Individual(s):** Faculty

---

**Findings for Dissertation**

No Findings Added

---

**Measure:** Portfolio

Direct - Portfolio

---

**Details/Description:**

- **Target:** 85% of students receive meets expectation rating or above for each of the portfolio indicators
- **Implementation Plan (timeline):**
- **Responsible Individual(s):** Faculty

---

**Findings for Portfolio**

No Findings Added

---

**Measure:** Preliminary Examinations

Direct - Exam

---

**Details/Description:**

- **Items:**
  - Cognitive-Affective Bases of Behavior
  - Biological Bases of Behavior
  - Social Bases of Behavior
  - Individual Bases of Behavior
- **Target:** 85% of students receive a rating of 2.0 or above for each of the areas
- **Implementation Plan (timeline):**
- **Responsible Individual(s):** Faculty

---

**Findings for Preliminary Examinations**

No Findings Added

---

**Objective 1.3 Human Development**

Students will have knowledge of, skill in, and value for theories, models, and research literature in the three areas of human development.

Students will be able to: describe the implications of major theorists’ contributions to education and psychology; understand and define

---

**Measure:** Internship Evaluations

Direct - Other

---

**Details/Description:**

- **Items:**
  - Effective Instruction and Development of Cognitive/Academic Skills
  - Socialization and Development of Life Skills
- **Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains
- **Implementation Plan (timeline):**
- **Responsible Individual(s):** Internship Supervisors
Findings for Internship Evaluations

No Findings Added

**Measure:** Portfolio

**Details/Description:**
- Target: 85% of students receive meets expectation rating or above for each of the portfolio indicators
- Implementation Plan (timeline):
- Responsible Individual(s): Faculty

Findings for Portfolio

No Findings Added

**Measure:** Practicum Evaluations

**Details/Description:**
- Items:
  - Effective Instruction and Development of Cognitive/Academic Skills
  - Socialization and Development of Life Skills: Behavioral Area
  - Socialization and Development of Life Skills: Affective Area
  - Student Diversity in Development and Learning
- Target: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
- Implementation Plan (timeline):
- Responsible Individual(s): Practicum Supervisors

Findings for Practicum Evaluations

No Findings Added

**Measure:** Preliminary Examinations

**Details/Description:**
- Items:
  - Cognitive-Affective Bases of Behavior
  - Biological Bases of Behavior
  - Social Bases of Behavior
  - Individual Bases of Behavior
- Target: Meets Expectations
- Implementation Plan (timeline):
- Responsible Individual(s): Faculty

Findings for Preliminary Examinations

No Findings Added
### Objective 1.4 Ethnic, Racial, and Cultural Diversity

Students will have knowledge of, skill in, and value for ethnic, racial, and cultural diversity in personal and professional activities.

Students will be able to: describe the impact of cultural issues on learning; identify racial identity models and their implications for psychology; describe the impact of cultural issues on assessment and intervention; and describe the impact of cultural issues on school systems.

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<tr>
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**Findings for Internship Evaluations**

*No Findings Added*

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<td>Responsible Individual(s): Faculty</td>
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</table>
# Findings for Preliminary Examinations

No Findings Added

## Goal 2 Knowledge and Skills of an Entry-Level Practitioner
Students will graduate with necessary knowledge and skills to become an entry-level practitioner of professional school psychology.

### Objective 2.1 Assessment Techniques and Instruments
Students will have knowledge of, skill in, and value for administering, interpreting, and designing assessment techniques and instruments relevant to the field of psychology and the area of school psychology.

Students will be able to: efficiently select, administer, and score cognitive assessments; efficiently select, administer, and score academic assessments; efficiently select, administer, and score behavioral assessments; efficiently select, administer, and score personality assessments; develop and justify an appropriate comprehensive assessment to match a referral question; and articulate findings as well as recommendations in the form of well-written integrated reports.

### Measure: Internship Evaluations
Direct - Other

**Details/Description:** Items:
- Research and Program Development
- Information Technology

**Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains

**Implementation Plan (timeline):**
**Responsible Individual(s):** Internship Supervisors

**Findings for Internship Evaluations**

No Findings Added

### Measure: Portfolio
Direct - Portfolio

**Details/Description:**
**Target:** 85% of students receive meets expectation rating or above for each of the portfolio indicators

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

**Findings for Portfolio**

No Findings Added

### Measure: Practicum Evaluations
Direct - Other

**Details/Description:** Items:
- Data-based Decision Making and Accountability
- Research and Program Development
- Information Technology

**Target:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):**
**Responsible Individual(s):** Practicum Supervisors

**Findings for Practicum Evaluations**

No Findings Added
### Objective 2.2
**Empirically Supported Interventions**

Students will have knowledge of, skill in, and value for designing, implementing, and evaluating empirically supported interventions relevant to the field of psychology and the area of school psychology.

Students will be able to: efficiently and accurately identify the presenting problems; match research-based interventions to presenting problems; and evaluate the efficacy of selected interventions and make appropriate modifications when necessary.

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Target: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline):

Responsible Individual(s): Practicum Supervisors

Findings for Practicum Evaluations

No Findings Added

Measure: Preliminary Examinations
Direct - Exam

Details/Description: Item:
-School Psychology Specialty
Target: 85% of students receive a rating of 2.0 or above for each of the areas

Implementation Plan (timeline):

Responsible Individual(s): Faculty

Findings for Preliminary Examinations

No Findings Added

Objective 2.3
Quantitative and Qualitative Research Methods

Students will have knowledge of, skill in, and value for applying quantitative and qualitative research methods to questions in psychology, education, and related fields.

Students will be able to: match an appropriate design to a research question; distinguish between and understand the utility of different research designs; describe the threats to internal and external validity of a variety of research designs; independently conduct a scholarly inquiry; and conduct appropriate analyses of a given data set.

Measure: Dissertation
Direct - Student Artifact

Details/Description:
Target: 85% of students complete the program in 5 years

Implementation Plan (timeline):

Responsible Individual(s): Faculty

Findings for Dissertation

No Findings Added

Measure: Portfolio
Direct - Portfolio

Details/Description:
Target: 85% of students receive meets expectation rating or above for each of the portfolio indicators

Implementation Plan (timeline):

Responsible Individual(s): Faculty

Findings for Portfolio

No Findings Added

Measure: Preliminary Examinations
Direct - Exam
Objective 2.4 Consultation Models and Techniques

Students will have knowledge of, skill in, and value for applying and evaluating consultation models and techniques with a diverse array of consultees.

Students will be able to: articulate a consultation model; and demonstrate effective use of consultation skills as applied to school-based and clinical settings.

**Measure:** Internship Evaluations

Direct - Other

**Details/Description:** Items:
- Consultation and Collaboration
- Home/School/Community Collaboration

**Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains

**Implementation Plan (timeline):**
**Responsible Individual(s):** Internship Supervisors

**Findings for Internship Evaluations**

No Findings Added

**Measure:** Portfolio

Direct - Portfolio

**Details/Description:**

**Target:** 85% of students receive meets expectation rating or above for each of the portfolio indicators

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

**Findings for Portfolio**

No Findings Added

**Measure:** Practicum Evaluations

Direct - Other

**Details/Description:**
- Interpersonal Communication
- Collaboration
- Consultation
- Home/School/Community Collaboration

**Target:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):**
**Responsible Individual(s):** Practicum Supervisors
Findings for Practicum Evaluations

No Findings Added

**Goal 3 Competent Professionals and Lifelong Learners**
Through experiential learning opportunities, students will have the skills to be competent professionals and lifelong learners.

**Objective 3.1 Science in Practice**
Students will have knowledge of, skill in, and value for science in their practice and for issues of practice in their research.

Students will: be able to present a rationale for assessment and intervention with appropriately cited research for a presenting problem; provide a research-based critique of an assessment tool within their practice; and present a clinical case study with appropriate literature citation including background, assessment, intervention, and implications.

**Measure: Internship Evaluations**
Direct - Other

**Details/Description:**
- Data-based Decision Making and Accountability
- Effective Instruction and Development of Cognitive/Academic Skills
- Prevention, Crisis Intervention, and Mental Health
- Research and Program Development
- School Psychology Practice and Development

**Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains

**Implementation Plan (timeline):**

**Responsible Individual(s):** Internship Supervisors

Findings for Internship Evaluations

No Findings Added

**Measure: Portfolio**
Direct - Portfolio

**Details/Description:**

**Target:** 85% of students receive meets expectation rating or above for each of the portfolio indicators

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

Findings for Portfolio

No Findings Added
**Measure:** Practicum Evaluations
*Direct - Other*

**Details/Description:** Items:
- Data-based Decision Making and Accountability
- Effective Instruction and Development of Cognitive/Academic Skills
- Prevention, Crisis Intervention, and Mental Health
- Research and Program Development
- School Psychology Practice and Development

**Target:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):**
**Responsible Individual(s):** Practicum Supervisors

**Findings for Practicum Evaluations**

*No Findings Added*

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**Measure:** Preliminary Examinations
*Direct - Exam*

**Details/Description:** Item:
- School Psychology Specialty

**Target:** 85% of students receive a rating of 2.0 or above for each of the areas

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

**Findings for Preliminary Examinations**

*No Findings Added*

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**Objective 3.2**
**Technology in Science, Practice, and Teaching**

Students will have knowledge of, skill in, and value for technology in science, practice, teaching, and communicating.

Students will complete a presentation including multi-media, statistical analysis, and graphing; and complete requirements to demonstrate computer science proficiency.

---

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

**Details/Description:** Item:
- Information Technology

**Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains

**Implementation Plan (timeline):**
**Responsible Individual(s):** Internship Supervisors

**Findings for Internship Evaluations**

*No Findings Added*

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

**Details/Description:**
**Target:** 85% of students receive meets expectation rating or above for each of the portfolio indicators
Objective 3.3 Theory in Science, Practice, and Teaching

Students will have knowledge of, skill in, and value for theory in science, practice, and teaching. Students will have a foundation in cognitive-behavioral theory and be exposed to a variety of other theories.

Students will be able to: articulate and differentiate their theoretical orientation; articulate their own theoretical orientation and demonstrate this orientation in their professional activities; constructively analyze different theoretical orientations including their own as it relates to clinical practice; and relate a selected intervention to a particular theory and justify its application to a presenting problem.
Details/Description: Item:
-School Psychology Specialty

Target: 85% of students receive a rating of 2.0 or above for each of the areas

Implementation Plan (timeline):

Responsible Individual(s): Faculty

Findings for Preliminary Examinations

No Findings Added

Objective 3.4 Ethical, Legal, and Professional Guidelines

Students will have knowledge of, skill in, and value for ethical, legal, and professional guidelines relevant to the field of psychology and the area of school psychology. Students will value and participate in professional development and lifelong learning activities.

Students will: have working knowledge of APA Ethical Principles of Psychologists and Code of Conduct and NASP’s Principles for Professional Ethics; be able to articulate ethical decision-making models; and be able to use supervision and consultation skills to resolve an ethical dilemma.

Measure: Internship Evaluations

Direct - Other

Details/Description: Item:
-School Psychology Practice and Development

Target: 85% of students receive a rating of meets expectations or above for each of the rated domains

Implementation Plan (timeline):

Responsible Individual(s): Internship Supervisors

Findings for Internship Evaluations

No Findings Added

Measure: Portfolio

Direct - Portfolio

Details/Description:

Target: 85% of students receive meets expectation rating or above for each of the portfolio indicators

Implementation Plan (timeline):

Responsible Individual(s): Faculty

Findings for Portfolio

No Findings Added

Measure: Practicum Evaluations

Direct - Other

Details/Description: Items:
-School and Systems Organization, Policy, Development, and Climate
-School Psychology Practice and Development

Target: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline):

Responsible Individual(s): Practicum Supervisors

Findings for Practicum Evaluations
No Findings Added

**Measure:** Preliminary Examinations
**Direct - Exam**

Details/Description: Items:
- School Psychology Specialty
- Sub-Speciality Area

**Target:** 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

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**Findings for Preliminary Examinations**

No Findings Added

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**Overall Recommendations**

No text specified

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**Overall Reflection**

No text specified
### Assessment Plan

#### Outcomes and Measures

**Retired PHD in Ph.D.-Guid&Psy Sch Psych Outcome Set**

**Goal 1 Broad & General Foundation of Professional Psychology**

Students will graduate with a broad and general foundation of professional psychology.

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**Details/Description:**

**Target:** 85% of students complete the program in 5 years

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

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**Target:** 85% of students receive meets expectation rating or above for each of the portfolio indicators

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

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</table>

**Details/Description:**

**Item:** School Psychology Specialty

**Target:** 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

**Objective 1.2 Foundations of Education and Psychology**

Students will have knowledge of, skill in, and value for foundations of education and psychology applied to issues of science, practice, and teaching.

<table>
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**Details/Description:**

**Target:** 85% of students complete the program in 5 years

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty
Students will: be able to espouse a philosophy of education and learning; be able to describe the implications of major research studies as applied to learning; be able to describe the components of effective curriculum and instruction and how it affects the learning of children; identify a primary theoretical orientation to address psychological issues; and be able to describe the role and function of psychology in the schools.

**Objective 1.3 Human Development**

Students will have knowledge of, skill in, and value for theories, models, and research literature in the areas of human development.

Students will be able to: describe the implications of major theorists’ contributions to education and psychology; understand and define milestones of normal human development; and describe the implications of current research as it applies to children’s learning.

**Measure: Portfolio**

**Direct - Portfolio**

**Details/Description:**
- Cognitive-Affective Bases of Behavior
- Biological Bases of Behavior
- Social Bases of Behavior
- Individual Bases of Behavior

**Target:** 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

**Measure: Preliminary Examinations**

**Direct - Exam**

**Details/Description:** Items:
- Effective Instruction and Development of Cognitive/Academic Skills
- Socialization and Development of Life Skills

**Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains

**Implementation Plan (timeline):**

**Responsible Individual(s):** Internship Supervisors

**Measure: Internship Evaluations**

**Direct - Other**

**Details/Description:** Items:
- Effective Instruction and Development of Cognitive/Academic Skills
- Socialization and Development of Life Skills: Behavioral Area
- Socialization and Development of Life Skills: Affective Area
- Student Diversity in Development and Learning

**Target:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):**

**Measure: Portfolio**

**Direct - Portfolio**

**Details/Description:**
- Cognitive-Affective Bases of Behavior
- Biological Bases of Behavior
- Social Bases of Behavior
- Individual Bases of Behavior

**Target:** 85% of students receive meets expectation rating or above for each of the portfolio indicators

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

**Measure: Practicum Evaluations**

**Direct - Other**

**Details/Description:** Items:
- Effective Instruction and Development of Cognitive/Academic Skills
- Socialization and Development of Life Skills: Behavioral Area
- Socialization and Development of Life Skills: Affective Area
- Student Diversity in Development and Learning

**Target:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):**
Objective 1.4 Ethnic, Racial, and Cultural Diversity

Students will have knowledge of, skill in, and value for ethnic, racial, and cultural diversity in personal and professional activities.

Students will be able to: describe the impact of cultural issues upon learning; identify racial identity models and their implications for psychology; describe the impact of cultural issues on assessment and intervention; and describe the impact of cultural issues on school systems.

Measure: Preliminary Examinations
Direct - Exam

Details/Description: Items:
- Cognitive-Affective Bases of Behavior
- Biological Bases of Behavior
- Social Bases of Behavior
- Individual Bases of Behavior

Target: Meets Expectations
Implementation Plan (timeline):

Responsible Individual(s): Practicum Supervisors

Objective 1.4 Ethnic, Racial, and Cultural Diversity

Measure: Internship Evaluations
Direct - Other

Details/Description: Items:
- Student Diversity in Development and Learning
- School Psychology Practice and Development

Target: 85% of students receive a rating of meets expectations or above for each of the rated domains

Implementation Plan (timeline):

Responsible Individual(s): Internship Supervisors

Measure: Portfolio
Direct - Portfolio

Details/Description:

Target: 85% of students receive meets expectation rating or above for each of the portfolio indicators

Implementation Plan (timeline):

Responsible Individual(s): Faculty

Measure: Practicum Evaluations
Direct - Other

Details/Description: Items:
- Student Diversity in Development and Learning
- School Psychology Practice and Development

Target: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline):

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

---

**Goal 2 Knowledge and Skills of an Entry-Level Practitioner**
Students will graduate with necessary knowledge and skills to become an entry-level practitioner of professional school psychology.

---

**Objective 2.1 Assessment Techniques and Instruments**
Students will have knowledge of, skill in, and value for administering, interpreting, and designing assessment techniques and instruments relevant to the field of psychology and the area of school psychology.

Students will be able to: efficiently select, administer, and score cognitive assessments; efficiently select, administer, and score academic assessments; efficiently select, administer, and score behavioral assessments; efficiently select, administer, and score personality assessments; develop and justify an appropriate comprehensive assessment to match a referral question; and articulate findings as well as recommendations in the form of well-written integrated reports.

**Measure:** Internship Evaluations
**Details/Description:** Items:
- Research and Program Development
- Information Technology
**Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains
**Implementation Plan (timeline):**
**Responsible Individual(s):** Internship Supervisor(s)

---

**Measure:** Portfolio
**Details/Description:**
- Target: 85% of students receive meets expectation rating or above for each of the portfolio indicators
**Implementation Plan (timeline):**
**Responsible Individual(s):** Faculty

---

**Measure:** Practicum Evaluations
**Details/Description:** Items:
- Data-based Decision Making and Accountability
- Research and Program Development
- Information Technology
**Target:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
**Implementation Plan (timeline):**
**Responsible Individual(s):** Practicum Supervisor(s)

---

**Measure:** Preliminary Examinations
**Details/Description:** Item:
- School Psychology Specialty
**Target:** 85% of students receive a rating of 2.0 or above for each of the areas
**Implementation Plan (timeline):**
**Responsible Individual(s):** Faculty

---

**Objective 2.2 Empirically Supported Interventions**
Students will have
knowledge of, skill in, and value for designing, implementing, and evaluating empirically supported interventions relevant to the field of psychology and the area of school psychology.

Students will be able to: efficiently and accurately identify the presenting problems; match research-based interventions to presenting problems; and evaluate the efficacy of selected interventions and make appropriate modifications when necessary.

**Details/Description:** Items:
- Effective Instruction and Development of Cognitive/Academic Skills
- Socialization and Development of Life Skills
- Prevention, Crisis Intervention, and Mental Health

**Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains

**Implementation Plan (timeline):**

**Responsible Individual(s):** Internship Supervisors

**Measure:** Portfolio
Direct - Portfolio

**Details/Description:**
Target: 85% of students receive meets expectation rating or above for each of the portfolio indicators

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

**Measure:** Practicum Evaluations
Direct - Other

**Details/Description:** Items:
- Effective Instruction and Development of Cognitive/Academic Skills
- Socialization and Development of Life Skills: Behavioral Area
- Socialization and Development of Life Skills: Affective Area
- Prevention, Crisis Intervention, and Mental Health

**Target:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):**

**Responsible Individual(s):** Practicum Supervisors

**Measure:** Preliminary Examinations
Direct - Exam

**Details/Description:** Item:
- School Psychology Specialty

**Target:** 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

**Objective 2.3 Quantitative and Qualitative Research Methods**

Students will have knowledge of, skill in, and value for applying quantitative and qualitative research methods to questions in psychology, education, and related fields.

Students will be able to: match an appropriate design to a research question; distinguish

**Measure:** Dissertation
Direct - Student Artifact

**Details/Description:**
Target: 85% of students complete the program in 5 years

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

**Measure:** Portfolio
Direct - Portfolio
between and understand the utility of different research designs; describe the threats to internal and external validity of a variety of research designs; independently conduct a scholarly inquiry; and conduct appropriate analyses of a given data set.

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**Measure:** Preliminary Examinations  
Direct - Exam

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<td><strong>Item:</strong> -Sub-Speciality Area</td>
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<td><strong>Target:</strong> 85% of students receive a rating of 2.0 or above for each of the areas</td>
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<td><strong>Implementation Plan (timeline):</strong></td>
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<td><strong>Responsible Individual(s):</strong> Faculty</td>
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**Objective 2.4**  
Consultation Models and Techniques

Students will have knowledge of, skill in, and value for applying and evaluating consultation models and techniques with a diverse array of consultees.

Students will be able to: articulate a consultation model; and demonstrate effective use of consultation skills as applied to school-based and clinical settings.

| Measure: Internship Evaluations  
Direct - Other |
|---------------------------------------------------------------|
| **Details/Description:** Items:  
-Consultation and Collaboration  
-Home/School/Community Collaboration |
| **Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains |
| **Implementation Plan (timeline):** |
| **Responsible Individual(s):** Internship Supervisors |

**Measure:** Portfolio  
Direct - Portfolio

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**Measure:** Practicum Evaluations  
Direct - Other

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<th>Details/Description:</th>
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</table>
| **-Interpersonal Communication**  
-Consultation  
-Home/School/Community Collaboration |
| **Target:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains |
| **Implementation Plan (timeline):** |
| **Responsible Individual(s):** Practicum Supervisors |

**Measure:** Preliminary Examinations  
Direct - Exam

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Goal 3 Competent Professionals and Lifelong Learners

Through experiential learning opportunities, students will have the skills to be competent professionals and lifelong learners.

### Objective 3.1 Science in Practice

Students will have knowledge of, skill in, and value for science in their practice and for issues of practice in their research.

- Students will: be able to present a rationale for assessment and intervention with appropriately cited research for a presenting problem; provide a research-based critique of an assessment tool within their practice; and present a clinical case study with appropriate literature citation including background, assessment, intervention, and implications.

### Measure: Internship Evaluations

**Direct - Other**

**Details/Description:**
- Data-based Decision Making and Accountability
- Effective Instruction and Development of Cognitive/Academic Skills
- Prevention, Crisis Intervention, and Mental Health
- Research and Program Development
- School Psychology Practice and Development

**Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains

**Implementation Plan (timeline):**

**Responsible Individual(s):** Internship Supervisors

### Measure: Portfolio

**Direct - Portfolio**

**Details/Description:**

**Target:** 85% of students receive meets expectation rating or above for each of the portfolio indicators

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

### Measure: Practicum Evaluations

**Direct - Other**

**Details/Description:**
- Data-based Decision Making and Accountability
- Effective Instruction and Development of Cognitive/Academic Skills
- Prevention, Crisis Intervention, and Mental Health
- Research and Program Development
- School Psychology Practice and Development

**Target:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):**

**Responsible Individual(s):** Practicum Supervisors

### Measure: Preliminary Examinations

**Direct - Exam**

**Details/Description:**
- School Psychology Specialty

**Target:** 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty
### Objective 3.2
**Technology in Science, Practice, and Teaching**

Students will have knowledge of, skill in, and value for technology in science, practice, teaching, and communicating.

Students will complete a presentation including multi-media, statistical analysis, and graphing; and complete requirements to demonstrate computer science proficiency.

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**Details/Description:**
- Information Technology

**Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains

**Implementation Plan (timeline):**

**Responsible Individual(s):** Internship Supervisors

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**Details/Description:**

**Target:** 85% of students receive meets expectation rating or above for each of the portfolio indicators

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

### Objective 3.3
**Theory in Science, Practice, and Teaching**

Students will have knowledge of, skill in, and value for theory in science, practice, and teaching. Students will have a foundation in cognitive-behavioral theory and be exposed to a variety of other theories.

Students will be able to: articulate and differentiate their theoretical orientation; articulate their own theoretical orientation and demonstrate this orientation in their professional activities; constructively analyze different theoretical orientations including their own as it relates to clinical practice; and relate a selected intervention to a

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**Details/Description:**
- Information Technology

**Target:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):**

**Responsible Individual(s):** Practicum Supervisors

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<th><strong>Measure:</strong> Dissertation</th>
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**Details/Description:**

**Target:** 85% of students complete the program in 5 years

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

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**Details/Description:**

**Target:** 85% of students receive meets expectation rating or above for each of the portfolio indicators

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty
**Objective 3.4 Ethical, Legal, and Professional Guidelines**

Students will have knowledge of, skill in, and value for ethical, legal, and professional guidelines relevant to the field of psychology and the area of school psychology. Students will value and participate in professional development and lifelong learning activities.

Students will: have working knowledge of APA Ethical Principles of Psychologists and Code of Conduct and NASP’s Principles for Professional Ethics; be able to articulate ethical decision-making models; and be able to use supervision and consultation skills to resolve an ethical dilemma.

| Measure: Preliminary Examinations |
| Direct - Exam |
| **Details/Description:** Item: |
| -School Psychology Specialty |
| **Target:** 85% of students receive a rating of 2.0 or above for each of the areas |
| **Implementation Plan (timeline):** |
| **Responsible Individual(s):** Faculty |

| Measure: Internship Evaluations |
| Direct - Other |
| **Details/Description:** Item: |
| -School Psychology Practice and Development |
| **Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains |
| **Implementation Plan (timeline):** |
| **Responsible Individual(s):** Internship Supervisors |

| Measure: Portfolio |
| Direct - Portfolio |
| **Details/Description:** |
| **Target:** 85% of students receive meets expectation rating or above for each of the portfolio indicators |
| **Implementation Plan (timeline):** |
| **Responsible Individual(s):** Faculty |

| Measure: Practicum Evaluations |
| Direct - Other |
| **Details/Description:** Items: |
| -School and Systems Organization, Policy, Development, and Climate |
| -School Psychology Practice and Development |
| **Target:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains |
| **Implementation Plan (timeline):** |
| **Responsible Individual(s):** Practicum Supervisors |

| Measure: Preliminary Examinations |
| Direct - Exam |
| **Details/Description:** Items: |
| -School Psychology Specialty |
| -Sub-Specialty Area |
| **Target:** 85% of students receive a rating of 2.0 or above for each of the areas |
| **Implementation Plan (timeline):** |
| **Responsible Individual(s):** Faculty |
Assessment Findings

Retired PHD in Ph.D.-Guid&Psy Sch Psych Outcome Set

Goal 1 Broad & General Foundation of Professional Psychology
Students will graduate with a broad and general foundation of professional psychology.

Objective 1.1 Historical and Current Issues
Students will have knowledge of, skill in, and value for historical and current issues in the field of psychology and the area of school psychology.

Students will be able to: describe the contributions of key figures in the history of psychology as well as the area of school psychology; and describe major issues of historical and current psychology as well as the leaders in those issues.

Measure: Dissertation
Direct - Student Artifact

Details/Description:
Target: 85% of students complete the program in 5 years
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Findings for Dissertation

Summary of Findings: See the April 2013 self-study and appendix located in the Archives for assessment findings and action items.
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:

Measure: Portfolio
Direct - Portfolio

Details/Description:
Target: 85% of students receive meets expectation rating or above for each of the portfolio indicators
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Findings for Portfolio

No Findings Added

Measure: Preliminary Examinations
Direct - Exam

Details/Description: Item:
-School Psychology Specialty
Target: 85% of students receive a rating of 2.0 or above for each of the areas
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Findings for Preliminary Examinations
Objective 1.2
Foundations of Education and Psychology

Students will have knowledge of, skill in, and value for foundations of education and psychology applied to issues of science, practice, and teaching.

Students will: be able to espouse a philosophy of education and learning; be able to describe the implications of major research studies as applied to learning; be able to describe the components of effective curriculum and instruction and how it affects the learning of children; identify a primary theoretical orientation to address psychological issues; and be able to describe the role and function of psychology in the schools.

Measure: Dissertation
Direct - Student Artifact

Details/Description:
Target: 85% of students complete the program in 5 years
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Findings for Dissertation
No Findings Added

Measure: Portfolio
Direct - Portfolio

Details/Description:
Target: 85% of students receive meets expectation rating or above for each of the portfolio indicators
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Findings for Portfolio
No Findings Added

Measure: Preliminary Examinations
Direct - Exam

Details/Description: Items:
-Cognitive-Affective Bases of Behavior
-Biological Bases of Behavior
-Social Bases of Behavior
-Individual Bases of Behavior
Target: 85% of students receive a rating of 2.0 or above for each of the areas
Implementation Plan (timeline):
Responsible Individual(s): Faculty

Findings for Preliminary Examinations
No Findings Added

Objective 1.3 Human Development

Students will have knowledge of, skill in, and value for theories, models, and research literature in the the areas of human development.

Measure: Internship Evaluations
Direct - Other

Details/Description: Items:
-Effective Instruction and Development of Cognitive/Academic Skills
-Socialization and Development of Life Skills
Students will be able to:
describe the implications of major theorists’
contributions to education
and psychology; understand and define
milestones of normal
human development; and
describe the implications of
current research as it
applies to children’s
learning.

**Target:** 85% of students receive a rating of meets expectations or above for each of the rated
domains

**Implementation Plan (timeline):**

**Responsible Individual(s):** Internship Supervisors

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**Measure:** Portfolio

Direct - Portfolio

---

**Details/Description:**

Target: 85% of students receive meets expectation rating or above for each of the portfolio
indicators

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

---

**Measure:** Practicum Evaluations

Direct - Other

---

**Details/Description:**

Target: 85% of students receive an average overall rating of 2.0 or above for each of the rated
domains

**Implementation Plan (timeline):**

**Responsible Individual(s):** Practicum Supervisors

---

**Measure:** Preliminary Examinations

Direct - Exam

---

**Details/Description:**

Target: Meets Expectations

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

---
**Objective 1.4 Ethnic, Racial, and Cultural Diversity**

Students will have knowledge of, skill in, and value for ethnic, racial, and cultural diversity in personal and professional activities.

Students will be able to: describe the impact of cultural issues upon learning; identify racial identity models and their implications for psychology; describe the impact of cultural issues on assessment and intervention; and describe the impact of cultural issues on school systems.

**Measure: Internship Evaluations**
Direct - Other

**Details/Description:** Items:
- Student Diversity in Development and Learning
- School Psychology Practice and Development

**Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains

**Implementation Plan (timeline):**

**Responsible Individual(s):** Internship Supervisors

**Findings for Internship Evaluations**

| No Findings Added |

**Measure: Portfolio**
Direct - Portfolio

**Details/Description:**

**Target:** 85% of students receive meets expectation rating or above for each of the portfolio indicators

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

**Findings for Portfolio**

| No Findings Added |

**Measure: Practicum Evaluations**
Direct - Other

**Details/Description:** Items:
- Student Diversity in Development and Learning
- School Psychology Practice and Development

**Target:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):**

**Responsible Individual(s):** Practicum Supervisors

**Findings for Practicum Evaluations**

| No Findings Added |

**Measure: Preliminary Examinations**
Direct - Exam

**Details/Description:** Item:
Goal 2 Knowledge and Skills of an Entry-Level Practitioner
Students will graduate with necessary knowledge and skills to become an entry-level practitioner of professional school psychology.

Objective 2.1 Assessment Techniques and Instruments
Students will have knowledge of, skill in, and value for administering, interpreting, and designing assessment techniques and instruments relevant to the field of psychology and the area of school psychology.

Students will be able to: efficiently select, administer, and score cognitive assessments; efficiently select, administer, and score academic assessments; efficiently select, administer, and score personality assessments; develop and justify an appropriate comprehensive assessment to match a referral question; and articulate findings as well as recommendations in the form of well-written integrated reports.

Measure: Internship Evaluations
Direct - Other
Details/Description: Items: -Research and Program Development -Information Technology
Target: 85% of students receive a rating of meets expectations or above for each of the rated domains
Implementation Plan (timeline):
Responsible Individual(s): Internship Supervisors
Findings for Internship Evaluations
No Findings Added

Measure: Portfolio
Direct - Portfolio
Details/Description:
Target: 85% of students receive a rating of meets expectation rating or above for each of the portfolio indicators
Implementation Plan (timeline):
Responsible Individual(s): Faculty
Findings for Portfolio
No Findings Added

Measure: Practicum Evaluations
Direct - Other
Details/Description: Items: -Data-based Decision Making and Accountability -Research and Program Development -Information Technology
Target: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline):
Responsible Individual(s): Practicum Supervisors
Objective 2.2 Empirically Supported Interventions

Students will have knowledge of, skill in, and value for designing, implementing, and evaluating empirically supported interventions relevant to the field of psychology and the area of school psychology.

Students will be able to: efficiently and accurately identify the presenting problems; match research-based interventions to presenting problems; and evaluate the efficacy of selected interventions and make appropriate modifications when necessary.

Findings for Practicum Evaluations

No Findings Added

Measure: Preliminary Examinations

Direct - Exam

Details/Description:
- School Psychology Specialty
- Target: 85% of students receive a rating of 2.0 or above for each of the areas

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

Findings for Preliminary Examinations

No Findings Added

Measure: Internship Evaluations

Direct - Other

Details/Description:
- Effective Instruction and Development of Cognitive/Academic Skills
- Socialization and Development of Life Skills
- Prevention, Crisis Intervention, and Mental Health
- Target: 85% of students receive a rating of meets expectations or above for each of the rated domains

Implementation Plan (timeline):
- Responsible Individual(s): Internship Supervisors

Findings for Internship Evaluations

No Findings Added

Measure: Portfolio

Direct - Portfolio

Details/Description:
- Target: 85% of students receive meets expectation rating or above for each of the portfolio indicators

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

Findings for Portfolio

No Findings Added

Measure: Practicum Evaluations

Direct - Other

Findings for Practicum Evaluations

No Findings Added
Details/Description: Items:
- Effective Instruction and Development of Cognitive/Academic Skills
- Socialization and Development of Life Skills: Behavioral Area
- Socialization and Development of Life Skills: Affective Area
- Prevention, Crisis Intervention, and Mental Health

Target: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline):

Responsible Individual(s): Practicum Supervisors

Findings for Practicum Evaluations

No Findings Added

↓ Measure: Preliminary Examinations
Direct - Exam

Details/Description: Item:
- School Psychology Specialty

Target: 85% of students receive a rating of 2.0 or above for each of the areas

Implementation Plan (timeline):

Responsible Individual(s): Faculty

Findings for Preliminary Examinations

No Findings Added

Objective 2.3
Quantitative and Qualitative Research Methods

Students will have knowledge of, skill in, and value for applying quantitative and qualitative research methods to questions in psychology, education, and related fields.

Students will be able to: match an appropriate design to a research question; distinguish between and understand the utility of different research designs; describe the threats to internal and external validity of a variety of research designs; independently conduct a scholarly inquiry; and conduct appropriate analyses of a given data set.

↓ Measure: Dissertation
Direct - Student Artifact

Details/Description:

Target: 85% of students complete the program in 5 years

Implementation Plan (timeline):

Responsible Individual(s): Faculty

Findings for Dissertation

No Findings Added

↓ Measure: Portfolio
Direct - Portfolio

Details/Description:

Target: 85% of students receive meets expectation rating or above for each of the portfolio indicators

Implementation Plan (timeline):

Responsible Individual(s): Faculty

Findings for Portfolio
No Findings Added

**Measure:** Preliminary Examinations  
Direct - Exam

**Details/Description:** Item:  
- Sub-Specialty Area  
**Target:** 85% of students receive a rating of 2.0 or above for each of the areas  
**Implementation Plan (timeline):**  
**Responsible Individual(s):** Faculty

**Findings** for Preliminary Examinations

No Findings Added

**Objective 2.4**  
**Consultation Models and Techniques**

Students will have knowledge of, skill in, and value for applying and evaluating consultation models and techniques with a diverse array of consultees.

Students will be able to: articulate a consultation model; and demonstrate effective use of consultation skills as applied to school-based and clinical settings.

**Measure:** Internship Evaluations  
Direct - Other

**Details/Description:** Items:  
- Consultation and Collaboration  
- Home/School/Community Collaboration  
**Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains  
**Implementation Plan (timeline):**  
**Responsible Individual(s):** Internship Supervisors

**Findings** for Internship Evaluations

No Findings Added

**Measure:** Portfolio  
Direct - Portfolio

**Details/Description:**  
**Target:** 85% of students receive meets expectation rating or above for each of the portfolio indicators  
**Implementation Plan (timeline):**  
**Responsible Individual(s):** Faculty

**Findings** for Portfolio

No Findings Added

**Measure:** Practicum Evaluations  
Direct - Other

**Details/Description:**  
- Interpersonal Communication  
- Collaboration  
- Consultation  
- Home/School/Community Collaboration
**Goal 3 Competent Professionals and Lifelong Learners**
Through experiential learning opportunities, students will have the skills to be competent professionals and lifelong learners.

**Objective 3.1 Science in Practice**
Students will have knowledge of, skill in, and value for science in their practice and for issues of practice in their research.

Students will: be able to present a rationale for assessment and intervention with appropriately cited research for a presenting problem; provide a research-based critique of an assessment tool within their practice; and present a clinical case study with appropriate literature citation including background, assessment, intervention, and implications.

**Measure: Internship Evaluations**
Direct - Other

**Details/Description:** Items:
- Data-based Decision Making and Accountability
- Effective Instruction and Development of Cognitive/Academic Skills
- Prevention, Crisis Intervention, and Mental Health
- Research and Program Development
- School Psychology Practice and Development

**Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains

**Implementation Plan (timeline):**

**Responsible Individual(s):** Internship Supervisors

**Findings** for Internship Evaluations

No Findings Added

**Measure: Portfolio**
Direct - Portfolio

**Details/Description:**
**Target:** 85% of students receive meets expectation rating or above for each of the portfolio indicators

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty
### Findings for Portfolio

No Findings Added

### Measure: Practicum Evaluations

**Direct - Other**

**Details/Description:** Items:
- Data-based Decision Making and Accountability
- Effective Instruction and Development of Cognitive/Academic Skills
- Prevention, Crisis Intervention, and Mental Health
- Research and Program Development
- School Psychology Practice and Development

**Target:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):**

**Responsible Individual(s):** Practicum Supervisors

### Findings for Practicum Evaluations

No Findings Added

### Measure: Preliminary Examinations

**Direct - Exam**

**Details/Description:** Item:
- School Psychology Specialty

**Target:** 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

### Findings for Preliminary Examinations

No Findings Added

### Objective 3.2

**Technology in Science, Practice, and Teaching**

Students will have knowledge of, skill in, and value for technology in science, practice, teaching, and communicating.

Students will complete a presentation including multi-media, statistical analysis, and graphing; and complete requirements to demonstrate computer science proficiency.

### Measure: Internship Evaluations

**Direct - Other**

**Details/Description:** Item:
- Information Technology

**Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains

**Implementation Plan (timeline):**

**Responsible Individual(s):** Internship Supervisors

### Findings for Internship Evaluations

No Findings Added
### Measure: Portfolio

**Direct - Portfolio**

**Details/Description:**
- **Target:** 85% of students receive meets expectation rating or above for each of the portfolio indicators
- **Implementation Plan (timeline):**
- **Responsible Individual(s):** Faculty

**Findings for Portfolio**

*No Findings Added*

### Measure: Practicum Evaluations

**Direct - Other**

**Details/Description:** Item:
- Information Technology
- **Target:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
- **Implementation Plan (timeline):**
- **Responsible Individual(s):** Practicum Supervisors

**Findings for Practicum Evaluations**

*No Findings Added*

### Objective 3.3 Theory in Science, Practice, and Teaching

Students will have knowledge of, skill in, and value for theory in science, practice, and teaching. Students will have a foundation in cognitive-behavioral theory and be exposed to a variety of other theories.

Students will be able to: articulate and differentiate their theoretical orientation; articulate their own theoretical orientation and demonstrate this orientation in their professional activities; constructively analyze different theoretical orientations including their own as it relates to clinical practice; and relate a selected intervention to a particular theory and justify its application to a presenting problem.

### Measure: Dissertation

**Direct - Student Artifact**

**Details/Description:**
- **Target:** 85% of students complete the program in 5 years
- **Implementation Plan (timeline):**
- **Responsible Individual(s):** Faculty

**Findings for Dissertation**

*No Findings Added*

### Measure: Portfolio

**Direct - Portfolio**

**Details/Description:**
- **Target:** 85% of students receive meets expectation rating or above for each of the portfolio indicators
- **Implementation Plan (timeline):**
- **Responsible Individual(s):** Faculty

**Findings for Portfolio**

*No Findings Added*
No Findings Added

**Measure:** Preliminary Examinations  
Direct - Exam

**Details/Description:** Item:  
-School Psychology Specialty  
**Target:** 85% of students receive a rating of 2.0 or above for each of the areas  
**Implementation Plan (timeline):**  
**Responsible Individual(s):** Faculty

**Findings for Preliminary Examinations**  
No Findings Added

**Objective 3.4 Ethical, Legal, and Professional Guidelines**

Students will have knowledge of, skill in, and value for ethical, legal, and professional guidelines relevant to the field of psychology and the area of school psychology. Students will value and participate in professional development and lifelong learning activities.

Students will: have working knowledge of APA Ethical Principles of Psychologists and Code of Conduct and NASP's Principles for Professional Ethics; be able to articulate ethical decision-making models; and be able to use supervision and consultation skills to resolve an ethical dilemma.

**Measure:** Internship Evaluations  
Direct - Other

**Details/Description:** Item:  
-School Psychology Practice and Development  
**Target:** 85% of students receive a rating of meets expectations or above for each of the rated domains  
**Implementation Plan (timeline):**  
**Responsible Individual(s):** Internship Supervisors

**Findings for Internship Evaluations**  
No Findings Added

**Measure:** Portfolio  
Direct - Portfolio

**Details/Description:**  
**Target:** 85% of students receive meets expectation rating or above for each of the portfolio indicators  
**Implementation Plan (timeline):**  
**Responsible Individual(s):** Faculty

**Findings for Portfolio**  
No Findings Added

**Measure:** Practicum Evaluations  
Direct - Other

**Details/Description:** Items:  
-School and Systems Organization, Policy, Development, and Climate  
-School Psychology Practice and Development  
**Target:** 85% of students receive an average overall rating of 2.0 or above for each of the rated
domains

**Implementation Plan (timeline):**

**Responsible Individual(s):** Practicum Supervisors

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**Findings for Practicum Evaluations**

*No Findings Added*

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**Measure: Preliminary Examinations**

Direct - Exam

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**Details/Description:** Items:
- School Psychology Specialty
- Sub-Specialty Area

**Target:** 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):**

**Responsible Individual(s):** Faculty

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**Findings for Preliminary Examinations**

*No Findings Added*

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**Overall Recommendations**

*No text specified*

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**Overall Reflection**

*No text specified*

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**Action Plan**

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**Status Report**

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2013-2014 Assessment Cycle

Assessment Plan

Outcomes and Measures

PhD in School Psychology

1.1 Understand basic measurement concepts and psychometric issues
Students will demonstrate understanding of basic measurement concepts and psychometric issues as they apply to assessment practices.

Competency 1: Evaluate assessment instruments
Demonstrates the ability to critically evaluate the normative and psychometric properties of assessment instruments.

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

  **Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

  **Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
  Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

  **Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

  **Responsible Individual(s):**

Competency 2: Select assessment instruments
Demonstrates the ability to appropriately select assessment instruments based on measurement and psychometric properties.

- **Measure:** 1st Year Practicum Evaluation
  Direct - Other

  **Details/Description:** 1st Year Practicum Evaluation Items 1b
  Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

  **Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
  Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

  **Implementation Plan (timeline):** Review July

  **Responsible Individual(s):**

- **Measure:** 2nd Year Practicum Evaluation
  Direct - Other

  **Details/Description:** 2nd Year Practicum Evaluation item 1d
  Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
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**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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

**Details/Description:** Internship final evaluation items 1c and 1d

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** Preliminary Examinations
Direct - Exam

**Details/Description:** Preliminary examination topic: School Psychology Specialty

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

**1.2 Identify areas of strength and need and monitor progress**

Students will demonstrate the ability to use a variety of assessment procedures to identify areas of strength and need and to monitor progress.
<table>
<thead>
<tr>
<th><strong>Measure:</strong> 1st Year Practicum Evaluation</th>
<th><strong>Direct - Other</strong></th>
</tr>
</thead>
<tbody>
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<th><strong>Measure:</strong> Annual Performance Evaluation</th>
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<td><strong>Details/Description:</strong> Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).</td>
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<td><strong>Implementation Plan (timeline):</strong> Collect faculty input May, Review and provide feedback July</td>
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Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains | **Implementation Plan (timeline):** Review July  
**Responsible Individual(s):** |
|---|---|
| **Measure:** Preliminary Examinations  
Direct - Exam | **Details/Description:** Preliminary examination topic: School Psychology Specialty  
Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.  
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas | **Implementation Plan (timeline):** Review October  
**Responsible Individual(s):** |
| **Competency 2: Conduct comprehensive interviews**  
**Demonstrates the ability to conduct comprehensive interviews with clients, families, and other professionals.** | **Measure:** Annual Performance Evaluation  
Direct - Other | **Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).  
**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator  
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator | **Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July  
**Responsible Individual(s):** |
| **Competency 3: Conduct observations and record review**  
**Demonstrates the ability to identify areas of strength and need via observations and record review.** | **Measure:** Annual Performance Evaluation  
Direct - Other | **Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).  
**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator  
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator | **Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July  
**Responsible Individual(s):** |
| **Competency 4: Administer standardized assessment** | **Measure:** 1st Year Practicum Evaluation  
Direct - Other |
**Details/Description:** 1st Year Practicum Evaluation Items 1c and 1d

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** 2nd Year Practicum Evaluation
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 1e, 1f, and 1g

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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

**Details/Description:** Internship final evaluation items 1e, 1f, and 1g

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July
Competency 5: Conduct comprehensive evaluations

Demonstrates the ability to conduct comprehensive evaluations to address presenting client concerns.

Measure: 1st Year Practicum Evaluation
Direct - Other

Details/Description: 1st Year Practicum Evaluation Items 1e and 8j
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 1a, 1h, 10i, and 10n
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Responsible Individual(s):

Measure: Internship Final Evaluation
Direct - Other

Details/Description: Internship final evaluation items 1a, 1h, 10i, and 10n
Completed for 5th year experience by field-based supervisor, two times each semester. Forms
have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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### 1.3 Utilize assessment results to facilitate programming and intervention

Students will demonstrate the ability to utilize assessment results to facilitate programming and intervention appropriate to the individual characteristics of the client.

<table>
<thead>
<tr>
<th>Competency 1: Identify strengths and sources of support</th>
<th>Measure: 1st Year Practicum Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates the ability to interpret evaluation results to identify strengths and sources of support.</td>
<td>Direct - Other</td>
</tr>
</tbody>
</table>

**Details/Description:** 1st Year Practicum Evaluation Items 1e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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<tr>
<td>Direct - Other</td>
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**Details/Description:** 2nd Year Practicum Evaluation items 1h and 8h

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance
### Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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

**Details/Description:** Internship final evaluation items 1h and 4c

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

### Competency 2: Identify instructional, curricular, and intervention needs

Demonstrates the ability to utilize assessment data to identify instructional, curricular, and intervention needs of client.

### Measure: 1st Year Practicum Evaluation
**Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Items 1e, 3b, and 4c

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

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Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

### Measure: 2nd Year Practicum Evaluation
**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 1h, 3b, 3k, and 4c

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

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**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

### Measure: Annual Performance Evaluation
**Direct - Other**
Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Responsible Individual(s):

Measure: Internship Final Evaluation
Direct - Other

Details/Description: Internship final evaluation items 3b and 3k
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Measure: Preliminary Examinations
Direct - Exam

Details/Description: Preliminary examination topic: School Psychology Specialty
Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

Implementation Plan (timeline): Review October

Responsible Individual(s):

Competency 3: Develop recommendations for clients, school staff and families
Demonstrates the ability to utilize assessment data to develop recommendations for clients, school staff and families.

Measure: 1st Year Practicum Evaluation
Direct - Other

Details/Description: 1st Year Practicum Evaluation Item 1e
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July
Responsible Individual(s):

**Measure:** 2nd Year Practicum Evaluation  
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 1h, 3f, and 4j  
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).  
**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator.  
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator.  
**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July  
**Responsible Individual(s):**

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

**Details/Description:** Internship final evaluation items 3f and 3g  
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

### 2.1 Understand prevention and intervention
Students will demonstrate understanding of the theoretical, conceptual, and procedural aspects of prevention and intervention for academic, behavioral, and emotional domains.

**Competency 1:** Demonstrates knowledge of evidence-based  
**Measure:** 1st Year Practicum Evaluation  
Direct - Other
practices for academic domains.

**Details/Description:** 1st Year Practicum Evaluation Items 3a, 3b, 3c, 3d, and 3e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** 2nd Year Practicum Evaluation

Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 3a, 3b, 3c, 3d, 3e, 5g, and 6b

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** Annual Performance Evaluation

Direct - Other

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Measure:** Internship Final Evaluation

Direct - Other

**Details/Description:** Internship final evaluation items 3a, 3b, 3c, 3d, 3e, 8a, 8b, and 8c

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July
Responsible Individual(s):

**Measure:** Preliminary Examinations
Direct - Exam

**Details/Description:** Preliminary examination topics: Cognitive-Affective Bases of Behavior, Biological Bases of Behavior, Social Bases of Behavior, Individual Bases of Behavior

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

Responsible Individual(s):

Competency 2: Demonstrates knowledge of evidence-based practices for emotional and behavioral domains.

**Measure:** 1st Year Practicum Evaluation
Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Items 4a, 4b, 4d, and 4e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

Responsible Individual(s):

**Measure:** 2nd Year Practicum Evaluation
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 4a, 4b, 4d, 4e, 5g, 6b, and 6i

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

Responsible Individual(s):

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades
and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Measure:** Internship Final Evaluation

**Details/Description:** Internship final evaluation items 4a, 4b, 4e, 5g, 6a, 6b, and 6i

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** Preliminary Examinations

**Details/Description:** Preliminary examination topics: Cognitive-Affective Bases of Behavior, Biological Bases of Behavior, Social Bases of Behavior, Individual Bases of Behavior

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.

Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

**Competency 3:** Demonstrates knowledge of intervention implementation and monitoring practices.

**Measure:** 1st Year Practicum Evaluation

**Details/Description:** 1st Year Practicum Evaluation Items 3f, 3g, 4g, and 4h

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**
**Measure:** 2nd Year Practicum Evaluation  
*Direct - Other*

**Details/Description:** 2nd Year Practicum Evaluation items 3g, 3h, 3j, 4f, 4g, 4i, and 4m

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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

**Details/Description:** Internship final evaluation items 3h, 3j, and 4m

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Measure:** Preliminary Examinations  
*Direct - Exam*

**Details/Description:** Preliminary examination topics: Cognitive-Affective Bases of Behavior, Biological Bases of Behavior, Social Bases of Behavior, Individual Bases of Behavior

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1).
(1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of
three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

### 2.2 Develop, implement, and assess effectiveness of intervention plans

Students will develop, implement, and assess effectiveness of intervention plans to address academic, behavioral, or emotional needs of clients.

#### Competency 1: Develop comprehensive intervention plans

Demonstrates the ability to develop comprehensive intervention plans to address client need.

- **Measure:** 1st Year Practicum Evaluation
  - Direct - Other
  
  **Details/Description:** 1st Year Practicum Evaluation Items 3e, 4f, and 7b
  
  Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum -
  completed at the end of each semester. 2nd and 3rd practicum completed two times each
  semester. Forms have been revised over the years. Current forms use a rating of Exceeds
  Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional
  option of No Basis for Rating.

- **Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency
  areas.

- **Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for
each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

- **Measure:** 2nd Year Practicum Evaluation
  - Direct - Other
  
  **Details/Description:** 2nd Year Practicum Evaluation items 3g, 4f, 4j, 5f, 5h, 6d, 7g, and 8d
  
  Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum -
  completed at the end of each semester. 2nd and 3rd practicum completed two times each
  semester. Forms have been revised over the years. Current forms use a rating of Exceeds
  Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional
  option of No Basis for Rating.

- **Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency
  areas.

- **Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for
each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

- **Measure:** Annual Performance Evaluation
  - Direct - Other
  
  **Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades
  and (3) input from faculty who provided course instruction and/or dissertation, research, or
  teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on
  three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations
  [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

- **Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

- **Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July
Responsible Individual(s):

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

**Details/Description:** Internship final evaluation items 3g, 4d, 4f, 4j, 4k, 5h, 6d, and 7g
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

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**Competency 2:** Support educators, families, and other professionals
Demonstrates the ability to support educators, families, and other professionals during intervention implementation.

**Measure:** 2nd Year Practicum Evaluation  
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 3i, 4h, and 4l
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

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

**Details/Description:** Internship final evaluation items 3i, 4g, 4h, 4l, and 6e
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets
Competency 3: Monitor the implementation and effectiveness of interventions
Demonstrates the ability to monitor the implementation and effectiveness of interventions, and make adjustments as necessary.

**Measure:** 1st Year Practicum Evaluation
Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Items 3g and 4h
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** 2nd Year Practicum Evaluation
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 3j, 4i, 4m, and 6f
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicaters rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**
**Measure: Internship Final Evaluation**

**Direct** - **Other**

**Details/Description:** Internship final evaluation items 3j, 4i, 4m, and 6f

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Competency 4: Implement an intervention plan**

Demonstrates the ability to implement an intervention plan to address client needs.

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**Measure: 1st Year Practicum Evaluation**

**Direct** - **Other**

**Details/Description:** 1st Year Practicum Evaluation Items 3f and 4g

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Measure: 2nd Year Practicum Evaluation**

**Direct** - **Other**

**Details/Description:** 2nd Year Practicum Evaluation items 3h, 4g, 4k, and 6e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Measure: Annual Performance Evaluation**

**Direct** - **Other**

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]).
Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator
Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July
Responsible Individual(s):

Measure: Internship Final Evaluation
Direct - Other

Details/Description: Internship final evaluation items 3h, 4g, 4k, and 6e
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

3.1 Demonstrate appropriate communication skills
Students will demonstrate appropriate communication, interviewing, and listening skills when consulting with educators, school administrators, family members, and other professionals.

Competency 1: Prepare written reports
Demonstrates the ability to prepare written reports that are accurate and understandable for intended audience.

Measure: 1st Year Practicum Evaluation
Direct - Other

Details/Description: 1st Year Practicum Evaluation Item 2f
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 2k and 2l
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July

**Responsible Individual(s):**

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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

**Details/Description:** Internship final evaluation items 2k and 2l
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

**Responsible Individual(s):**

**Competency 2: Express oneself clearly**
Demonstrates the ability to express oneself clearly, accurately, and in a manner that is understandable for the intended audience.

**Measure:** 1st Year Practicum Evaluation
Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Items 2c, 2g, and 6b
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor, 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

**Responsible Individual(s):**

**Measure:** 2nd Year Practicum Evaluation
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 2g and 2m
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum -
completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Measure:** Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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**Measure:** Internship Final Evaluation

**Direct - Other**

**Details/Description:** Internship final evaluation items 2g and 2m

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**3.2 Apply consultative theories and strategies**

Students will demonstrate application of consultative theories and strategies to individual, group, or systems issues.

**Competency 1:**

**Describe consultation theories and processes**

Demonstrates the ability to comprehensively describe consultation theories and processes.

**Measure:** Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**
▼ **Measure: Preliminary Examinations**  
Direct - Exam

**Details/Description:** Preliminary examination topic: School psychology specialty
Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed. Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

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**Competency 2: Apply consultation processes and strategies**

Demonstrates the ability to apply consultation processes and strategies to address the needs of individual students or groups of students.

▼ **Measure: 1st Year Practicum Evaluation**  
Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Item 2b
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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▼ **Measure: 2nd Year Practicum Evaluation**  
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 2d, 2e, and 2f
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3])

**Target:** Student Minimum Level of Achievement:  
Program Assessment Goal: 85% of students receive a rating of 2.0 or above

**Implementation Plan (timeline):** Review[...]

**Responsible Individual(s):**
### Competency 3: Work collaboratively

Demonstrates the ability to work collaboratively with educators, school administrators, other professionals, and families.

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<thead>
<tr>
<th>Measure: 1st Year Practicum Evaluation</th>
<th>Direct · Other</th>
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<tbody>
<tr>
<td><strong>Details/Description:</strong> 1st Year Practicum Evaluation Items 2a and 2b</td>
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<tr>
<td><strong>Details/Description:</strong> 2nd Year Practicum Evaluation items 2a, 2b, 2c, 2d, 5b, 5f, 6g, 6h, 7c, 7d, and 7e</td>
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<td><strong>Responsible Individual(s):</strong></td>
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3.3 Conceptualize effective leadership and change strategies
Students will conceptualize effective leadership and change strategies and principles.

Competency 1: Describe principles of systems-change.
Demonstrates the ability to comprehensively describe principles of systems-change.

Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation item 5e
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).
Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator
Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July
Responsible Individual(s):
three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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**Measure:** Internship Final Evaluation

**Direct - Other**

**Details/Description:** Internship final evaluation item 5e

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Measure:** Preliminary Examinations

**Direct - Exam**

**Details/Description:** Preliminary examination topic: School psychology specialty

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

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**Competency 2: Apply principles of systems-change**

Demonstrates the ability to apply principles of systems-change to school building, school district, or other agency consultation.

**Measure:** 1st Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Items 5a, 5b, and 5c

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**
### Measure: 2nd Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 5a, 5b, 5c, 5d, 5e, 5f, 5h, 6c, 6d, 6e, and 6f

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

### Measure: Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

### Measure: Internship Final Evaluation

**Direct - Other**

**Details/Description:** Internship final evaluation items 5a, 5b, 5c, 5d, 5e, 5f, and 6c

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

### 4.1 Demonstrate knowledge and application of various research and evaluation methods and approaches

Students will demonstrate knowledge and application of various research and evaluation methods and approaches.

**Competency 1:** Describe research and evaluation methods

**Measure:** Annual Performance Evaluation

**Direct - Other**

Demonstrates the ability to
**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

**Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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<th>Measure</th>
<th>Preliminary Examinations</th>
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<td>Direct - Exam</td>
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</table>

**Details/Description:** Preliminary examination topic: Sub-specialty area

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student's area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.

**Program Assessment Goal:** 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

<table>
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<th>Measure</th>
<th>Research Proficiency Tool</th>
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<tr>
<td>Direct - Other</td>
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</table>

**Details/Description:** Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.

**Target:** Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695

**Program Assessment Goal:** 85% of students earn a grade of B or higher in the specified courses

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

<table>
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<tr>
<th>Measure</th>
<th>2nd Year Practicum Evaluation</th>
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<td>Direct - Other</td>
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</table>

**Details/Description:** 2nd Year Practicum Evaluation item 9e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Competency 2: Select appropriate research and evaluation methods**

Demonstrates the ability to select appropriate research and evaluation methods.
**Measure: Annual Performance Evaluation**

Direct - Other

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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**Measure: Internship Final Evaluation**

Direct - Other

**Details/Description:** Internship final evaluation item 9e

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

---

**Measure: Research Proficiency Tool**

Direct - Other

**Details/Description:** Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.

**Target:** Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695
Program Assessment Goal: 85% of students earn a grade of B or higher in the specified courses

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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### 4.2 Conceptualize research questions and design research/program evaluation

Students will conceptualize research questions or issues and design and conduct research/program evaluation.

**Competency 1: Develop and articulate research issues**

Demonstrates the ability to develop and articulate research issues or questions.

**Measure: Annual Performance Evaluation**

Direct - Other

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

---

**Measure:** Research Proficiency Tool
**Direct - Other**

**Details/Description:** Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.

**Target:** Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695

Program Assessment Goal: 85% of students earn a grade of B or higher in the specified courses

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Competency 2:** Design and conduct research and/or program evaluation

Demonstrates the willingness and ability to design and conduct research and/or program evaluation.

**Measure:** 2nd Year Practicum Evaluation
**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 9d, 9e, and 9f

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

---

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale ( Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

---

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

**Details/Description:** Internship final evaluation items 9d, 9e, and 9f
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** Research Proficiency Tool

**Details/Description:** Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.

**Target:** Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695

Program Assessment Goal: 85% of students earn a grade of B or higher in the specified courses

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

4.3 Communicate research/evaluation results

Students will summarize and effectively communicate research/evaluation results to educators, school administrators, family members, and other professionals.

**Competency 1:** Identify key findings in research results

**Measure:** 2nd Year Practicum Evaluation

**Details/Description:** 2nd Year Practicum Evaluation items 9a, 9b, and 9c

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** Annual Performance Evaluation

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July
### Responsible Individual(s):

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

**Details/Description:** Internship final evaluation items 9a, 9b, and 9c  
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas. Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

**Measure:** Research Proficiency Tool  
**Direct - Other**

**Details/Description:** Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.  
**Target:** Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695  
Program Assessment Goal: 85% of students earn a grade of B or higher in the specified courses  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

### Competency 2: Communicate research and/or program evaluation findings  
Demonstrates the ability to communicate research and/or program evaluation findings to educators, school administrators, family members, and other professionals.

**Measure:** 2nd Year Practicum Evaluation  
**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation item 9c  
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas. Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]).
[3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

**Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Measure:** Internship Final Evaluation

**Direct - Other**

**Details/Description:** Internship final evaluation item 9c

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** Research Proficiency Tool

**Direct - Other**

**Details/Description:** Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.

**Target:** Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695

**Program Assessment Goal:** 85% of students earn a grade of B or higher in the specified courses

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

5.1 **Understand the major professional, legal, and ethical issues**

Students will demonstrate an understanding of the major professional, legal, and ethical issues that influence the profession and practice of school psychology in multiple settings.

**Competency 1:**

**Describe ethical principles and guidelines**

Demonstrates the ability to comprehensively describe ethical principles and guidelines.

**Measure:** 1st Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Item 8a

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**
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<tr>
<td><strong>Details/Description:</strong> 2nd Year Practicum Evaluation item 10a</td>
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<td><strong>Details/Description:</strong> Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).</td>
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<tr>
<th>Measure: Preliminary Examinations</th>
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<tbody>
<tr>
<td><strong>Details/Description:</strong> Preliminary examination topic: School Psychology Specialty</td>
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<tr>
<td>Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.</td>
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</table>
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

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### Competency 2: Define federal and state legal requirements

Demonstrates the ability to comprehensively define federal and state legal requirements related to the practice of school psychology.

**Measure:** Annual Performance Evaluation

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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### Measure: Internship Final Evaluation

**Details/Description:** Internship final evaluation item 10h

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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### Measure: Preliminary Examinations

**Details/Description:** Preliminary examination topic: School Psychology Specialty

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

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### Competency 3: Describe the historical trends and future issues

Demonstrates the ability to

**Measure:** Annual Performance Evaluation

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades
describe the historical trends and future issues related to the practice of school psychology.

and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Measure:** Preliminary Examinations
Direct - Exam

**Details/Description:** Preliminary examination topic: School Psychology Specialty
Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

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5.2 Engage in practices that are in accordance with professional, legal, and ethical guidelines

Students will engage in practices that are in accordance with professional, legal, and ethical guidelines.

**Competency 1: Follow ethical and professional principles and guidelines**

Demonstrates the ability to follow ethical and professional principles and guidelines in multiple settings and situations.

**Measure:** 1st Year Practicum Evaluation
Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Items 8a, 8f, 8g, 8h, 8i, and 8j
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** 2nd Year Practicum Evaluation
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 10a, 10b, 10j, 10k, 10l, 10m, and 10n
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for
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**Implementation Plan (timeline):** Review July

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<td><strong>Direct</strong></td>
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<td>Details/Description:</td>
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<td><strong>Responsible Individual(s):</strong></td>
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### Competency 2: Provide services in a manner consistent with legal requirements

Demonstrates the ability to provide professional services in a manner consistent with legal requirements.

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<tr>
<th>Measure:</th>
<th>2nd Year Practicum Evaluation</th>
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<tbody>
<tr>
<td><strong>Direct</strong></td>
<td><strong>Other</strong></td>
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<tr>
<td>Details/Description:</td>
<td>2nd Year Practicum Evaluation item 10h</td>
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<td>Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.</td>
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**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Measure:** Internship Final Evaluation

Direct - Other

**Details/Description:** Internship final evaluation item 10h

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Competency 3: Engage in self-reflection about one's own professional skills and practice**

Demonstrates the ability to engage in self-reflection about one’s own professional skills and practice, identify areas of professional competency, and identify areas in need of continued learning and growth.

**Measure:** 1st Year Practicum Evaluation

Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Items 8b and 8e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** 2nd Year Practicum Evaluation

Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 10c, 10f, and 10g

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**
### Responsible Individual(s):

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

**Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

### Responsible Individual(s):

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

**Details/Description:** Internship final evaluation items 10c, 10f, and 10g

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

### Responsible Individual(s):

### Competency 4: Engage in supervision and receive/utilize feedback

Demonstrates the ability to engage in supervision and receive/utilize feedback provided by supervisors and colleagues.

#### Measure: 1st Year Practicum Evaluation
- **Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Items 8c and 8d

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

### Responsible Individual(s):

#### Measure: 2nd Year Practicum Evaluation
- **Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 10d, 10e, and 10f

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each
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**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Measure:** Internship Final Evaluation

**Direct - Other**

**Details/Description:** Internship final evaluation items 10d and 10e
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

5.3 Demonstrate knowledge of and responsiveness to diverse backgrounds

Students will demonstrate knowledge of and responsiveness to the racial, ethnic, linguistic, experiential, and/or economic background of those with whom they interact professionally.

**Competency 1:** Demonstrates awareness of the importance of background and experience in oneself and others

**Measure:** 1st Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Items 6a and 7c
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
### Implementation Plan (timeline):
Review July

### Responsible Individual(s):

#### Measure: 2nd Year Practicum Evaluation
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 7a and 8a

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor, 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

### Responsible Individual(s):

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

### Responsible Individual(s):

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

**Details/Description:** Internship final evaluation item 7a

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

### Responsible Individual(s):

#### Measure: 1st Year Practicum Evaluation
Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Item 7a

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum -
the importance of background and experience on learning and behavior.

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**Measure: 2nd Year Practicum Evaluation**

**Details/Description:** 2nd Year Practicum Evaluation items 8b and 8c

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Measure: Annual Performance Evaluation**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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**Measure: Internship Final Evaluation**

**Details/Description:** Internship final evaluation items 8b and 8c

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**
### Measure: Preliminary Examinations
**Direct - Exam**

#### Details/Description:
Preliminary examination topics: Individual Bases of Behavior and School Psychology Specialty

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.

Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

### Competency 3: Consider client background and experience

Demonstrates the ability to consider client background and experience when providing professional services.

### Measure: 1st Year Practicum Evaluation
**Direct - Other**

#### Details/Description:
1st Year Practicum Evaluation Item 7c

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

### Measure: 2nd Year Practicum Evaluation
**Direct - Other**

#### Details/Description:
2nd Year Practicum Evaluation items 7e, 7f, 7g, and 8e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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

#### Details/Description:
Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3])

**Implementation Plan (timeline):**

**Responsible Individual(s):**
[3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

### Measure: Internship Final Evaluation
Direct - Other

**Details/Description:** Internship final evaluation item 8e
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

### 5.4 Establish and maintain rapport with clients and families
Students will demonstrate the ability to establish and maintain rapport with clients and families for the purpose of providing individually and culturally relevant services.

#### Competency 1: Effectively listen and communicate
Demonstrates the ability to effectively listen and communicate with a range of clients and stakeholders.

### Measure: 1st Year Practicum Evaluation
Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Items 2b, 2e, 6b, 7b, and 7c
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

### Measure: 2nd Year Practicum Evaluation
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 2d, 2j, 7b, 7c, and 8e
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
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### Competency 2: Demonstrates respect and objectivity when working with a range of clients and stakeholders

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<td>Details/Description: 2nd Year Practicum Evaluation items 2h, 8d, 8f, and 8g</td>
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**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Measure:** Internship Final Evaluation

**Direct - Other**

**Details/Description:** Internship final evaluation items 8d, 8f, 8g, and 8h
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**5.5 Students will demonstrate effective strategies for providing supervision and feedback.**

**Competency 1: Utilize effective interpersonal and communicative skills**

Demonstrates the ability to utilize effective interpersonal and communicative skills when providing supervision to individuals and groups.

**Measure:** Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**
Measure: Annual Performance Evaluation

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Responsible Individual(s):

Assessment Findings

Finding per Measure

PhD in School Psychology

1.1 Understand basic measurement concepts and psychometric issues

Students will demonstrate understanding of basic measurement concepts and psychometric issues as they apply to assessment practices.

Competency 1: Evaluate assessment instruments

Demonstrates the ability to critically evaluate the normative and psychometric properties of assessment instruments.

Measure: Annual Performance Evaluation

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Responsible Individual(s):

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met Minimum Level of Achievement and Goal. Remediation plans were developed for students not earning Basic rating.

Competency 2: Select assessment instruments

Demonstrates the ability to appropriately select assessment instruments

Measure: 1st Year Practicum Evaluation

Details/Description: 1st Year Practicum Evaluation Items 1b
based on measurement and psychometric properties.

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for 1st Year Practicum Evaluation**

**Summary of Findings:** N=5
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 1.1, students received a mean rating of 2.0

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met Minimum Level of Achievement and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

**Measure:** 2nd Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation item 1d
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for 2nd Year Practicum Evaluation**

**Summary of Findings:** N=4
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 1.1, students received a mean rating of 2.4

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

**Measure:** Annual Performance Evaluation

**Direct - Other**
Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicaters rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Responsible Individual(s):

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

Measure: Internship Final Evaluation
Direct - Other

Details/Description: Internship final evaluation items 1c and 1d

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for Internship Final Evaluation

Summary of Findings: No students completed internship during this assessment cycle.
Recommendations:
Reflections/Notes:

Measure: Preliminary Examinations
Direct - Exam

Details/Description: Preliminary examination topic: School Psychology Specialty

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas.
### Implementation Plan (timeline): Review October

### Responsible Individual(s):

#### Findings for Preliminary Examinations

**Summary of Findings:** 50% of students received a rating of 2.0 or above in areas assessed

**Results:** Target Achievement: Not Met

**Recommendations:**

**Reflections/Notes:** Did not meet MLA or Goal. Concern about whether questions align with current/recent coursework and reflect students' knowledge of content areas.

### 1.2 Identify areas of strength and need and monitor progress

Students will demonstrate the ability to use a variety of assessment procedures to identify areas of strength and need and to monitor progress.

#### Competency 1: Identify referral concerns

Demonstrates the ability to identify referral concern(s) and purpose of the evaluation.

#### Measure: 1st Year Practicum Evaluation

**Direct - Other**

#### Details/Description: 1st Year Practicum Evaluation Items 1a and 1b

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

#### Findings for 1st Year Practicum Evaluation

**Summary of Findings:** N=5

100% of students received an overall rating of 2.0 or above for each competency area

**For Objective 1.2, students received a mean rating of 2.0.**

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

#### Measure: 2nd Year Practicum Evaluation

**Direct - Other**

#### Details/Description: 2nd Year Practicum Evaluation items 1b and 1c

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July
**Responsible Individual(s):**

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### Findings for 2nd Year Practicum Evaluation

**Summary of Findings:** N=4
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 1.2, students received a mean rating of 2.4.

**Results:** Target Achievement: Exceeded

**Recommendations:**
**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

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### Measure: Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
**Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July
**Responsible Individual(s):**

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### Findings for Annual Performance Evaluation

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above

**Results:** Target Achievement: Exceeded

**Recommendations:**
**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

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### Measure: Internship Final Evaluation

**Direct - Other**

**Details/Description:** Internship final evaluation items 1b and 1c
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

**Findings** for Internship Final Evaluation

**Summary of Findings:** No students completed internship during this assessment cycle.
**Recommendations:**
**Reflections/Notes:**

**Measure:** Preliminary Examinations
Direct - Exam

**Details/Description:** Preliminary examination topic: School Psychology Specialty
Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive (3), Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October
Responsible Individual(s):

**Findings** for Preliminary Examinations

**Summary of Findings:** 50% of students received a rating of 2.0 or above in areas assessed
**Results:** Target Achievement: Not Met
**Recommendations:**
**Reflections/Notes:** Did not meet MLA or Goal. Concern about whether questions align with current/recent coursework and reflect students' knowledge of content areas.

**Competency 2:** Conduct comprehensive interviews
Demonstrates the ability to conduct comprehensive interviews with clients, families, and other professionals.

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

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July
Responsible Individual(s):

**Findings** for Annual Performance Evaluation

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above
Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

Competency 3: Conduct observations and record review

Measure: Annual Performance Evaluation

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Responsible Individual(s):

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

Competency 4: Administer standardized assessment instruments, measures, and rating scales

Measure: 1st Year Practicum Evaluation

Details/Description: 1st Year Practicum Evaluation Items 1c and 1d

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for 1st Year Practicum Evaluation

Summary of Findings: N=5

100% of students received an overall rating of 2.0 or above for each competency area

For Objective 1.2, students received a mean rating of 2.0

Results: Target Achievement: Exceeded

Recommendations:
Reflections/Notes: Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 1e, 1f, and 1g
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July
Responsible Individual(s):

Findings for 2nd Year Practicum Evaluation

Summary of Findings: N=4
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 1.2, students received a mean rating of 2.4.

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July
Responsible Individual(s):

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Remediation plans were developed for students not earning Basic rating
**Measure:** Internship Final Evaluation  
**Direct - Other**

**Details/Description:** Internship final evaluation items 1e, 1f, and 1g  
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

**Findings for Internship Final Evaluation**

**Summary of Findings:** No students completed internship during this assessment cycle.  
**Recommendations:**  
**Reflections/Notes:**

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**Measure:** 1st Year Practicum Evaluation  
**Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Items 1e and 8j  
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

**Findings for 1st Year Practicum Evaluation**

**Summary of Findings:** N=5  
100% of students received an overall rating of 2.0 or above for each competency area  
For Objective 1.2, students received a mean rating of 2.0  
**Results:** Target Achievement: Exceeded  
**Recommendations:**  
**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)
Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 1a, 1h, 10i, and 10n
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for 2nd Year Practicum Evaluation

Summary of Findings: N=4
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 1.2, students received a mean rating of 2.4.

Results: Target Achievement: Exceeded

Recommendations:
Reflections/Notes: Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Responsible Individual(s):

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above

Results: Target Achievement: Exceeded

Recommendations:
Reflections/Notes: Met MLA and Goal. Remediation plans were developed for students not earning Basic rating

Measure: Internship Final Evaluation
Direct - Other
Details/Description: Internship final evaluation items 1a, 1h, 10i, and 10n
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for Internship Final Evaluation

Summary of Findings: No students completed internship during this assessment cycle.

Recommendations :

Reflections/Notes :

1.3 Utilize assessment results to facilitate programming and intervention
Students will demonstrate the ability to utilize assessment results to facilitate programming and intervention appropriate to the individual characteristics of the client.

Competency 1: Identify strengths and sources of support

Measure: 1st Year Practicum Evaluation
Direct - Other

Details/Description: 1st Year Practicum Evaluation Items 1e
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for 1st Year Practicum Evaluation

Summary of Findings: N=5
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 1.3, students received a mean rating of 2.0.

Recommendations :

Reflections/Notes : Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)
Details/Description: 2nd Year Practicum Evaluation items 1h and 8h

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for 2nd Year Practicum Evaluation

Summary of Findings: N=4
100% of students received an overall rating of 2.0 or above for each competency area

For Objective 1.3, students received a mean rating of 2.2.

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet

Measure: Annual Performance Evaluation

Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Responsible Individual(s):

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Remediation plans were developed for students not earning Basic rating

Measure: Internship Final Evaluation

Direct - Other

Details/Description: Internship final evaluation items 1h and 4c

Completed for 5th year experience by field-based supervisor, two times each semester. Forms
have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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### Competency 2: Identify instructional, curricular, and intervention needs

Demonstrates the ability to utilize assessment data to identify instructional, curricular, and intervention needs of client.

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**Measure:** 1st Year Practicum Evaluation

**Direct – Other**

**Details/Description:** 1st Year Practicum Evaluation Items 1e, 3b, and 4c

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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### Findings for 1st Year Practicum Evaluation

**Summary of Findings:** N=5

100% of students received an overall rating of 2.0 or above for each competency area. For Objective 1.3, students received a mean rating of 2.0.

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

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**Measure:** 2nd Year Practicum Evaluation

**Direct – Other**

**Details/Description:** 2nd Year Practicum Evaluation items 1h, 3b, 3k, and 4c

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional
option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings for 2nd Year Practicum Evaluation**

**Summary of Findings:** N=4
100% of students received an overall rating of 2.0 or above for each competency area

For Objective 1.3, students received a mean rating of 2.2.

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

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**Measure:** Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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**Findings for Annual Performance Evaluation**

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

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**Measure:** Internship Final Evaluation

**Direct - Other**

**Details/Description:** Internship final evaluation items 3b and 3k

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for
each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings for Internship Final Evaluation**

**Summary of Findings:** No students completed internship during this assessment cycle.

**Recommendations:**

**Reflections/Notes:**

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** Measure:** Preliminary Examinations

**Details/Description:** Preliminary examination topic: School Psychology Specialty

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed. Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

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**Findings for Preliminary Examinations**

**Summary of Findings:** 50% of students received a rating of 2.0 or above in areas assessed

**Results:** Target Achievement: Not Met

**Recommendations:**

**Reflections/Notes:** Did not meet MLA or Goal. Concern about whether questions align with current/recent coursework and reflect students' knowledge of content areas.

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**Competency 3:**

**Develop recommendations for clients, school staff and families**

Demonstrates the ability to utilize assessment data to develop recommendations for clients, school staff and families.

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** Measure:** 1st Year Practicum Evaluation

**Details/Description:** 1st Year Practicum Evaluation Item 1e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**
**Findings** for 1st Year Practicum Evaluation

**Summary of Findings:** N=5
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 1.3, students received a mean rating of 2.0.

**Results:** Target Achievement: Exceeded

**Recommendations:**
**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

**Measure:** 2nd Year Practicum Evaluation
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 1h, 3f, and 4j
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings** for 2nd Year Practicum Evaluation

**Summary of Findings:** N=4
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 1.3, students received a mean rating of 2.2.

**Results:** Target Achievement: Exceeded

**Recommendations:**
**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

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

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicaters rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Findings** for Annual Performance Evaluation
**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

**Measure:** Internship Final Evaluation

Direct - Other

**Details/Description:** Internship final evaluation items 3f and 3g

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for Internship Final Evaluation**

**Summary of Findings:** No students completed internship during this assessment cycle.

**Recommendations:**

**Reflections/Notes:**

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**2.1 Understand prevention and intervention**

Students will demonstrate understanding of the theoretical, conceptual, and procedural aspects of prevention and intervention for academic, behavioral, and emotional domains.

**Competency 1:** Demonstrates knowledge of evidence-based practices for academic domains.

**Measure:** 1st Year Practicum Evaluation

Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Items 3a, 3b, 3c, 3d, and 3e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for 1st Year Practicum Evaluation**
**Summary of Findings:** N=5
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 2.1, students received a mean rating of 2.0.

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

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**Measure:** 2nd Year Practicum Evaluation
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 3a, 3b, 3c, 3d, 3e, 5g, and 6b

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings for 2nd Year Practicum Evaluation**

**Summary of Findings:** N=4
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 2.1, students received a mean rating of 2.4.

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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**Findings for Annual Performance Evaluation**

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above
**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for students not earning Basic rating

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

**Details/Description:** Internship final evaluation items 3a, 3b, 3c, 3d, 3e, 8a, 8b, and 8c  
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

**Findings for Internship Final Evaluation**

**Summary of Findings:** No students completed internship during this assessment cycle.  
**Recommendations:**

**Reflections/Notes:**

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**Measure:** Preliminary Examinations  
Direct - Exam

**Details/Description:** Preliminary examination topics: Cognitive-Affective Bases of Behavior, Biological Bases of Behavior, Social Bases of Behavior, Individual Bases of Behavior  
Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.  
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas  
**Implementation Plan (timeline):** Review October  
**Responsible Individual(s):**

**Findings for Preliminary Examinations**

**Summary of Findings:** 50% of students received a rating of 2.0 or above in areas assessed  
**Results:** Target Achievement: Not Met  
**Recommendations:**

**Reflections/Notes:** Did not meet MLA or Goal. Concern about whether questions align with current/recent coursework and reflect students’ knowledge of content areas.
Competency 2: Demonstrates knowledge of evidence-based practices for emotional and behavioral domains.

**Measure:** 1st Year Practicum Evaluation
Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Items 4a, 4b, 4d, and 4e
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for 1st Year Practicum Evaluation**

**Summary of Findings:** N=5
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 2.1, students received a mean rating of 2.0.

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

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**Measure:** 2nd Year Practicum Evaluation
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 4a, 4b, 4d, 4e, 5g, 6b, and 6i
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for 2nd Year Practicum Evaluation**

**Summary of Findings:** N=4
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 2.1, students received a mean rating of 2.4.

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)
**Measure:** Annual Performance Evaluation  
Direct - Other

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator  
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July  

**Responsible Individual(s):**

**Findings for Annual Performance Evaluation**

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above  
**Results:** Target Achievement: Exceeded  
**Recommendations:**  
**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

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

**Details/Description:** Internship final evaluation items 4a, 4b, 4e, 5g, 6a, 6b, and 6i completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July  

**Responsible Individual(s):**

**Findings for Internship Final Evaluation**

**Summary of Findings:** No students completed internship during this assessment cycle.  
**Recommendations:**  
**Reflections/Notes:**

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**Measure:** Preliminary Examinations  
Direct - Exam

**Details/Description:** Preliminary examination topics: Cognitive-Affective Bases of Behavior,
Competency 3: Demonstrates knowledge of intervention implementation and monitoring practices.

Measure: 1st Year Practicum Evaluation
Direct - Other

Details/Description: 1st Year Practicum Evaluation Items 3f, 3g, 4g, and 4h

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for 1st Year Practicum Evaluation

Summary of Findings: N=5
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 2.1, students received a mean rating of 2.0.

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 3g, 3h, 3j, 4f, 4g, 4i, and 4m
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

**Responsible Individual(s):**

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**Findings for 2nd Year Practicum Evaluation**

**Summary of Findings:** N=4

100% of students received an overall rating of 2.0 or above for each competency area

For Objective 2.1, students received a mean rating of 2.4.

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

---

**Measure:** Annual Performance Evaluation

Direct - Other

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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**Findings for Annual Performance Evaluation**

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :** Met MLA and Goal. Remediation plans were developed for students not earning Basic rating

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**Measure:** Internship Final Evaluation

Direct - Other

**Details/Description:** Internship final evaluation items 3h, 3j, and 4m

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for Internship Final Evaluation

Summary of Findings: No students completed internship during this assessment cycle.

Recommendations:

Reflections/Notes:

Measure: Preliminary Examinations
Direct - Exam

Details/Description: Preliminary examination topics: Cognitive-Affective Bases of Behavior, Biological Bases of Behavior, Social Bases of Behavior, Individual Bases of Behavior

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

Implementation Plan (timeline): Review October

Responsible Individual(s):

Findings for Preliminary Examinations

Summary of Findings: 50% of students received a rating of 2.0 or above in areas assessed

Results: Target Achievement: Not Met

Recommendations:

Reflections/Notes: Did not meet MLA or Goal. Concern about whether questions align with current/recent coursework and reflect students’ knowledge of content areas.

2.2 Develop, implement, and assess effectiveness of intervention plans

Students will develop, implement, and assess effectiveness of intervention plans to address academic, behavioral, or emotional needs of clients.

Competency 1: Develop comprehensive intervention plans

Demonstrates the ability to develop comprehensive intervention plans to address client need.

Measure: 1st Year Practicum Evaluation
Direct - Other

Details/Description: 1st Year Practicum Evaluation Items 3e, 4f, and 7b

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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### Findings for 1st Year Practicum Evaluation

**Summary of Findings:** N=5  
100% of students received an overall rating of 2.0 or above for each competency area  
For Objective 2.2, students received a mean rating of 1.9.

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

---

**Measure:** 2nd Year Practicum Evaluation  
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 3g, 4f, 4j, 5f, 5h, 6d, 7g, and 8d

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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### Findings for 2nd Year Practicum Evaluation

**Summary of Findings:** N=4  
100% of students received an overall rating of 2.0 or above for each competency area  
For Objective 2.2, students received a mean rating of 2.7.

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

---

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance
**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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**Findings for Annual Performance Evaluation**

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

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

**Details/Description:** Internship final evaluation items 3g, 4d, 4f, 4j, 4k, 5h, 6d, and 7g

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings for Internship Final Evaluation**

**Summary of Findings:** No students completed internship during this assessment cycle

**Recommendations:**

**Reflections/Notes:**

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**Competency 2:**  
Support educators, families, and other professionals  
Demonstrates the ability to support educators, families, and other professionals during intervention implementation.

**Measure:** 2nd Year Practicum Evaluation  
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 3i, 4h, and 4l

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**
Findings for 2nd Year Practicum Evaluation

Summary of Findings: N=4
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 2.2, students received a mean rating of 2.7.
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Areas rated below 2.0 likely related to year in
program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: Annual Performance Evaluation

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades
and (3) input from faculty who provided course instruction and/or dissertation, research, or
teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on
three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations
[3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).
Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator
Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July
Responsible Individual(s):

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Remediation plans were developed for students not
earning Basic rating.

Measure: Internship Final Evaluation

Details/Description: Internship final evaluation items 3I, 4g, 4h, 4I, and 6e
Completed for 5th year experience by field-based supervisor, two times each semester. Forms
have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets
Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for
each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Findings for Internship Final Evaluation

Summary of Findings: No students completed internship during this assessment cycle
Competency 3: Monitor the implementation and effectiveness of interventions
Demonstrates the ability to monitor the implementation and effectiveness of interventions, and make adjustments as necessary.

**Measure:** 1st Year Practicum Evaluation
Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Items 3g and 4h
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for 1st Year Practicum Evaluation**

**Summary of Findings:** N=5
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 2.2, students received a mean rating of 1.9.

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

---

**Measure:** 2nd Year Practicum Evaluation
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 3j, 4i, 4m, and 6f
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for 2nd Year Practicum Evaluation**

**Summary of Findings:** N=4
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 2.2, students received a mean rating of 2.7
**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

---

**Measure:** Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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**Findings** for Annual Performance Evaluation

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

---

**Measure:** Internship Final Evaluation

**Direct - Other**

**Details/Description:** Internship final evaluation items 3j, 4i, 4m, and 6f

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings** for Internship Final Evaluation

**Summary of Findings:** No students completed internship during this assessment cycle.

**Recommendations:**

**Reflections/Notes:**
**Competency 4: Implement an Intervention Plan**
Demonstrates the ability to implement an intervention plan to address client needs.

**Measure: 1st Year Practicum Evaluation**

**Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Items 3f and 4g

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for 1st Year Practicum Evaluation**

**Summary of Findings:** N=5

100% of students received an overall rating of 2.0 or above for each competency area for Objective 2.2, students received a mean rating of 1.9.

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

---

**Measure: 2nd Year Practicum Evaluation**

**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 3h, 4g, 4k, and 6e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for 2nd Year Practicum Evaluation**

**Summary of Findings:** N=4

100% of students received an overall rating of 2.0 or above for each competency area for Objective 2.2, students received a mean rating of 2.7.

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)
**Measure:** Annual Performance Evaluation
Direct - Other

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indications rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Findings for Annual Performance Evaluation**

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

---

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

**Details/Description:** Internship final evaluation items 3h, 4g, 4k, and 6e

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for Internship Final Evaluation**

**Summary of Findings:** No students completed internship during this assessment cycle

**Recommendations:**

**Reflections/Notes:**

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### 3.1 Demonstrate appropriate communication skills

Students will demonstrate appropriate communication, interviewing, and listening skills when consulting with educators, school administrators, family members, and other professionals.

**Competency 1:** Prepare written reports

**Measure:** 1st Year Practicum Evaluation
Direct - Other
Details/Description: 1st Year Practicum Evaluation Item 2f

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for 1st Year Practicum Evaluation

Summary of Findings: N=5
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 3.1, students received a mean rating of 1.9.

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: 2nd Year Practicum Evaluation

Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 2k and 2l

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for 2nd Year Practicum Evaluation

Summary of Findings: N=4
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 3.1, students received a mean rating of 2.5.

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: Annual Performance Evaluation

Direct - Other
**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic/Meets Expectations or above  
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Findings for Annual Performance Evaluation**

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above  
**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for students not earning Basic rating

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

**Details/Description:** Internship final evaluation items 2k and 2l  
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for Internship Final Evaluation**

**Summary of Findings:** No students completed internship during this assessment cycle.

**Recommendations:**

**Reflections/Notes:**

**Competency 2:** Express oneself clearly  
Demonstrates the ability to express oneself clearly, accurately, and in a manner that is understandable for the intended audience.

**Measure:** 1st Year Practicum Evaluation  
Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Items 2c, 2g, and 6b  
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Findings for 1st Year Practicum Evaluation

Summary of Findings: N=5
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 3.1, students received a mean rating of 1.9.
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 2g and 2m
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Findings for 2nd Year Practicum Evaluation

Summary of Findings: N=4
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 3.1, students received a mean rating of 2.5.
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).
Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Responsible Individual(s):

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

Measure: Internship Final Evaluation
Direct - Other

Details/Description: Internship final evaluation items 2g and 2m

Completed for 5th year experience by field-based supervisor, two times each semester. Forms
have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets
Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for
Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency
areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for
each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for Internship Final Evaluation

Summary of Findings: No students completed internship during this assessment cycle.

Recommendations:

Reflections/Notes:

3.2 Apply consultative theories and strategies
Students will demonstrate application of consultative theories and strategies to individual, group, or systems issues.

Competency 1: Describe consultation theories and processes

Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades
and (3) input from faculty who provided course instruction and/or dissertation, research, or
teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on
three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations
[3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July
Responsible Individual(s):

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above
Results: Target Achievement: Exceeded
 Recommendations:
Reflections/Notes: Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

Measure: Preliminary Examinations
Direct - Exam

Details/Description: Preliminary examination topic: School psychology specialty
Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed. Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

Implementation Plan (timeline): Review October

Responsible Individual(s):

Findings for Preliminary Examinations

Summary of Findings: 50% of students received a rating of 2.0 or above in areas assessed
Results: Target Achievement: Not Met

Recommendations:
Reflections/Notes: Did not meet MLA or Goal. Concern about whether questions align with current/recent coursework and reflect students’ knowledge of content areas.

Competency 2: Apply consultation processes and strategies

Demonstrates the ability to apply consultation processes and strategies to address the needs of individual students or groups of students.

Measure: 1st Year Practicum Evaluation
Direct - Other

Details/Description: 1st Year Practicum Evaluation Item 2b
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for 1st Year Practicum Evaluation
**Summary of Findings:** N=5
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 3.2, students received a mean rating of 1.9.

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

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**Measure:** 2nd Year Practicum Evaluation
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 2d, 2e, and 2f
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for 2nd Year Practicum Evaluation**

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**Summary of Findings:** N=4
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 3.2, students received a mean rating of 2.6.

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Findings for Annual Performance Evaluation**
**Summary of Findings**: 96% of students rated Basic/Meets Expectations or above

**Results**: Target Achievement: Exceeded

**Recommendations** :

**Reflections/Notes**: Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

---

**Measure**: Internship Final Evaluation

**Direct - Other**

**Details/Description**: Internship final evaluation items 2d, 2e, and 2f

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target**: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline)**: Review July

**Responsible Individual(s)**:

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**Findings** for Internship Final Evaluation

**Summary of Findings**: No students completed internship during this assessment cycle.

**Recommendations** :

**Reflections/Notes** :

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**Competency 3: Work collaboratively**

Demonstrates the ability to work collaboratively with educators, school administrators, other professionals, and families.

**Measure**: 1st Year Practicum Evaluation

**Direct - Other**

**Details/Description**: 1st Year Practicum Evaluation Items 2a and 2b

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target**: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline)**: Review July

**Responsible Individual(s)**:

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**Findings** for 1st Year Practicum Evaluation

**Summary of Findings**: N=5

100% of students received an overall rating of 2.0 or above for each competency area
For Objective 3.2, students received a mean rating of 1.9.

**Results**: Target Achievement: Exceeded

**Recommendations** :
Reflections/Notes: Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: 2nd Year Practicum Evaluation

Details/Description: 2nd Year Practicum Evaluation items 2a, 2b, 2c, 2d, 5b, 5f, 6h, 7c, 7d, and 7e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for 2nd Year Practicum Evaluation

Summary of Findings: N=4

100% of students received an overall rating of 2.0 or above for each competency area

For Objective 3.2, students received a mean rating of 2.6.

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: Annual Performance Evaluation

Details/Description: Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Responsible Individual(s):

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.
**Measure:** Internship Final Evaluation  
Direct - Other

**Details/Description:** Internship final evaluation items 2a, 2b, 2c, 5b, 5f, 5e, 6g, 6h, 7d, and 7e  
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July

**Responsibility Flag Individuals:**

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**Findings for Internship Final Evaluation**

**Summary of Findings:** No students completed internship during this assessment cycle.  
**Recommendations:**

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### 3.3 Conceptualize effective leadership and change strategies

Students will conceptualize effective leadership and change strategies and principles.

**Measure:** 2nd Year Practicum Evaluation  
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation item 5e  
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July

**Responsibility Flag Individuals:**

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**Findings for 2nd Year Practicum Evaluation**

**Summary of Findings:** N=4  
100% of students received an overall rating of 2.0 or above for each competency area  
For Objective 3.3, students received a mean rating of 2.7.  
**Results:** Target Achievement: Exceeded  
**Recommendations:**

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**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating Sheet)
Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Responsible Individual(s):

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above
Results: Target Achievement: Exceeded
Recommendations :
Reflections/Notes : Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

Measure: Internship Final Evaluation
Direct - Other

Details/Description: Internship final evaluation item 5e

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for Internship Final Evaluation

Summary of Findings: No students completed internship during this assessment cycle.
Recommendations :
Reflections/Notes :

Measure: Preliminary Examinations
Direct - Exam

Details/Description: Preliminary examination topic: School psychology specialty
Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed. Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

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**Findings** for Preliminary Examinations

**Summary of Findings:** 50% of students received a rating of 2.0 or above in areas assessed

**Results:** Target Achievement: Not Met

**Recommendations:**

**Reflections/Notes:** Did not meet MLA or Goal. Concern about whether questions align with current/recent coursework and reflect students' knowledge of content areas.

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**Competency 2: Apply principles of systems-change**

Demonstrates the ability to apply principles of systems-change to school building, school district, or other agency consultation.

**Measure:** 1st Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Items 5a, 5b, and 5c

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings for 1st Year Practicum Evaluation**

**Summary of Findings:** N=5

100% of students received an overall rating of 2.0 or above for each competency area

For Objective 3.3, students received a mean rating NB (No basis to rate)

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

---

**Measure:** 2nd Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 5a, 5b, 5c, 5d, 5e, 5f, 5h, 6c, 6d, 6e, and 6f

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each
semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings for 2nd Year Practicum Evaluation**

**Summary of Findings:** N=4
100% of students received an overall rating of 2.0 or above for each competency area

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

---

**Measure:** Annual Performance Evaluation

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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**Findings for Annual Performance Evaluation**

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

---

**Measure:** Internship Final Evaluation

**Details/Description:** Internship final evaluation items 5a, 5b, 5c, 5d, 5e, 5f, and 6c
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency
areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July
Responsible Individual(s): 

Findings for Internship Final Evaluation

Summary of Findings: No students completed internship during this assessment cycle.
Recommendations:
Reflections/Notes:

4.1 Demonstrate knowledge and application of various research and evaluation methods and approaches
Students will demonstrate knowledge and application of various research and evaluation methods and approaches.

Competency 1: Describe research and evaluation methods
Demonstrates the ability to comprehensively describe research and evaluation methods.

Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July
Responsible Individual(s):

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Remediation plans were developed for students not earning Basic rating

Measure: Preliminary Examinations
Direct - Exam

Details/Description: Preliminary examination topic: Sub-specialty area
Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

Implementation Plan (timeline): Review October
Responsible Individual(s):

**Findings for Preliminary Examinations**

**Summary of Findings:** 50% of students received a rating of 2.0 or above in areas assessed

**Results:** Target Achievement: Not Met

**Recommendations:**

**Reflections/Notes:** Did not meet MLA or Goal. Concern about whether questions align with current/recent coursework and reflect students' knowledge of content areas.

**Measure:** Research Proficiency Tool

**Details/Description:** Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.

**Target:** Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695

Program Assessment Goal: 85% of students earn a grade of B or higher in the specified courses

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for Research Proficiency Tool**

**Summary of Findings:** 100% of students earned a grade of B or higher in specified courses

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. While grades in coursework are adequate, faculty identified concern about students' ability to apply their knowledge in research and statistics.

**Competency 2: Select appropriate research and evaluation methods**

**Measure:** 2nd Year Practicum Evaluation

**Details/Description:** 2nd Year Practicum Evaluation item 9e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for 2nd Year Practicum Evaluation**
Summary of Findings: N=4
100% of students received an overall rating of 2.0 or above for each competency area. For Objective 4.1, students received a mean rating of 2.7.

Results: Target Achievement: Exceeded

Recommendations:
Reflections/Notes: Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: Annual Performance Evaluation

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above

Results: Target Achievement: Exceeded

Recommendations:
Reflections/Notes: Met MLA and Goal. Remediation plans were developed for students not earning Basic rating

Measure: Internship Final Evaluation

Details/Description: Internship final evaluation item 9e
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Findings for Internship Final Evaluation

Summary of Findings: No students completed internship during this assessment cycle.

Recommendations:
Reflections/Notes:
4.2 Conceptualize research questions and design research/program evaluation

Students will conceptualize research questions or issues and design and conduct research/program evaluation.

**Measure:** Annual Performance Evaluation

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

**Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Findings for Annual Performance Evaluation**

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :** Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.
**Compeency 2: Design and conduct research and/or program evaluation**

Demonstrates the willingness and ability to design and conduct research and/or program evaluation.

**Measure:** 2nd Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 9d, 9e, and 9f

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for 2nd Year Practicum Evaluation**

**Summary of Findings:** N=4

100% of students received an overall rating of 2.0 or above for each competency area

For Objective 4.2, students received a mean rating of 2.6.

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)
Details/Description: Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Responsible Individual(s):

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

Measure: Internship Final Evaluation

Direct - Other

Details/Description: Internship final evaluation items 9d, 9e, and 9f

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for Internship Final Evaluation

Summary of Findings: No students completed internship during this assessment cycle.

Recommendations:

Reflections/Notes:

Measure: Research Proficiency Tool

Direct - Other

Details/Description: Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.

Target: Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695

Program Assessment Goal: 85% of students earn a grade of B or higher in the specified courses
### Implementation Plan (timeline): Review July

**Responsible Individual(s):**

<table>
<thead>
<tr>
<th>Findings for Research Proficiency Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary of Findings:</strong> 100% of students earned a grade of B or higher in specified courses</td>
</tr>
<tr>
<td><strong>Results:</strong> Target Achievement: Exceeded</td>
</tr>
<tr>
<td><strong>Recommendations:</strong></td>
</tr>
<tr>
<td><strong>Reflections/Notes:</strong> Met MLA and Goal. While grades in coursework are adequate, faculty identified concern about students' ability to apply their knowledge in research and statistics.</td>
</tr>
</tbody>
</table>

### 4.3 Communicate research/evaluation results

Students will summarize and effectively communicate research/evaluation results to educators, school administrators, family members, and other professionals.

<table>
<thead>
<tr>
<th>Competency 1: Identify key findings in research results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measure:</strong> 2nd Year Practicum Evaluation</td>
</tr>
<tr>
<td><strong>Direct - Other</strong></td>
</tr>
<tr>
<td><strong>Details/Description:</strong> 2nd Year Practicum Evaluation items 9a, 9b, and 9c</td>
</tr>
<tr>
<td>Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.</td>
</tr>
<tr>
<td><strong>Target:</strong> Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.</td>
</tr>
<tr>
<td>Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Review July</td>
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<tr>
<td><strong>Responsible Individual(s):</strong></td>
</tr>
<tr>
<td><strong>Findings for 2nd Year Practicum Evaluation</strong></td>
</tr>
<tr>
<td><strong>Summary of Findings:</strong> N=4</td>
</tr>
<tr>
<td>100% of students received an overall rating of 2.0 or above for each competency area</td>
</tr>
<tr>
<td><strong>Results:</strong> Target Achievement: Exceeded</td>
</tr>
<tr>
<td><strong>Recommendations:</strong></td>
</tr>
<tr>
<td><strong>Reflections/Notes:</strong> Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure: Annual Performance Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct - Other</strong></td>
</tr>
<tr>
<td><strong>Details/Description:</strong> Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicutures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).</td>
</tr>
<tr>
<td><strong>Target:</strong> Student Minimum Level of Achievement: Basic rating on overall performance indicator</td>
</tr>
<tr>
<td>Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance</td>
</tr>
</tbody>
</table>
**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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**Findings for Annual Performance Evaluation**

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

---

**Measure:** Internship Final Evaluation

**Details/Description:** Internship final evaluation items 9a, 9b, and 9c

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings for Internship Final Evaluation**

**Summary of Findings:** No students completed internship during this assessment cycle.

**Recommendations:**

**Reflections/Notes:**

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**Measure:** Research Proficiency Tool

**Details/Description:** Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.

**Target:** Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695

**Program Assessment Goal:** 85% of students earn a grade of B or higher in the specified courses

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings for Research Proficiency Tool**
Summary of Findings: 100% of students earned a grade of B or higher in specified courses

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. While grades in coursework are adequate, faculty identified concern about students' ability to apply their knowledge in research and statistics.

Competency 2: Communicate research and/or program evaluation findings

Demonstrates the ability to communicate research and/or program evaluation findings to educators, school administrators, family members, and other professionals.

Measure: 2nd Year Practicum Evaluation

Direct - Other

Details/Description: 2nd Year Practicum Evaluation item 9c

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor, 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for 2nd Year Practicum Evaluation

Summary of Findings: N=4

100% of students received an overall rating of 2.0 or above for each competency area

For Objective 4.3, students received a mean rating of 2.5

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: Annual Performance Evaluation

Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Responsible Individual(s):

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above

Results: Target Achievement: Exceeded
**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

**Measure:** Internship Final Evaluation

**Direct - Other**

**Details/Description:** Internship final evaluation item 9c

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for Internship Final Evaluation**

**Summary of Findings:** No students completed internship during this assessment cycle.

**Recommendations:**

**Reflections/Notes:**

**Measure:** Research Proficiency Tool

**Direct - Other**

**Details/Description:** Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.

**Target:** Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695

Program Assessment Goal: 85% of students earn a grade of B or higher in the specified courses

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for Research Proficiency Tool**

**Summary of Findings:** 100% of students earned a grade of B or higher in specified courses

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. While grades in coursework are adequate, faculty identified concern about students' ability to apply their knowledge in research and statistics.

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**5.1 Understand the major professional, legal, and ethical issues**
Students will demonstrate an understanding of the major professional, legal, and ethical issues that influence the profession and practice of school psychology in multiple settings.

**Competency 1:**
**Describe ethical principles and guidelines**

Demonstrates the ability to comprehensively describe ethical principles and guidelines.

**Measure:** 1st Year Practicum Evaluation
Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Item 8a
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for 1st Year Practicum Evaluation**

**Summary of Findings:** N=5
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 5.1, students received a mean rating of 2.0.

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

**Measure:** 2nd Year Practicum Evaluation
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation item 10a
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for 2nd Year Practicum Evaluation**

**Summary of Findings:** N=4
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 5.1, students received a mean rating of 2.8.

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in
program/coursework sequence and developmental expectations. (See Mean Rating sheet)

**Measure:** Annual Performance Evaluation  
**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).  
**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator  
**Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator  
**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July  
**Responsible Individual(s):**

**Findings for Annual Performance Evaluation**

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above  
**Results:** Target Achievement: Exceeded  
**Recommendations:**  
**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

**Measure:** Internship Final Evaluation  
**Details/Description:** Internship final evaluation item 10a  
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

**Findings for Internship Final Evaluation**

**Summary of Findings:** No students completed internship during this assessment cycle.  
**Recommendations:**  
**Reflections/Notes:**

**Measure:** Preliminary Examinations  
**Details/Description:**
Details/Description: Preliminary examination topic: School Psychology Specialty

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

Implementation Plan (timeline): Review October

Responsible Individual(s):

Findings for Preliminary Examinations

Summary of Findings: 50% of students received a rating of 2.0 or above in areas assessed
Results: Target Achievement: Not Met
Recommendations:
Reflections/Notes: Did not meet MLA or Goal. Concern about whether questions align with current/recent coursework and reflect students' knowledge of content areas.

Competency 2: Define federal and state legal requirements

Demonstrates the ability to comprehensively define federal and state legal requirements related to the practice of school psychology.

Measure: Annual Performance Evaluation

Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Responsible Individual(s):

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

Measure: Internship Final Evaluation

Direct - Other

Details/Description: Internship final evaluation item 10h

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency
areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July
**Responsible Individual(s):**

<table>
<thead>
<tr>
<th>Findings for Internship Final Evaluation</th>
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</thead>
<tbody>
<tr>
<td><strong>Summary of Findings:</strong> No students completed internship during this assessment cycle.</td>
</tr>
<tr>
<td><strong>Recommendations :</strong></td>
</tr>
<tr>
<td><strong>Reflections/Notes :</strong></td>
</tr>
</tbody>
</table>

**Measure:** Preliminary Examinations
Direct - Exam

<table>
<thead>
<tr>
<th>Details/Description: Preliminary examination topic: School Psychology Specialty</th>
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<tbody>
<tr>
<td>Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.</td>
</tr>
<tr>
<td><strong>Target:</strong> Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.</td>
</tr>
<tr>
<td>Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas</td>
</tr>
</tbody>
</table>
| **Implementation Plan (timeline):** Review October
| **Responsible Individual(s):** |

<table>
<thead>
<tr>
<th>Findings for Preliminary Examinations</th>
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<tbody>
<tr>
<td><strong>Summary of Findings:</strong> 50% of students received a rating of 2.0 or above in areas assessed</td>
</tr>
<tr>
<td><strong>Results:</strong> Target Achievement: Not Met</td>
</tr>
<tr>
<td><strong>Recommendations :</strong></td>
</tr>
<tr>
<td><strong>Reflections/Notes :</strong> Did not meet MLA or Goal. Concern about whether questions align with current/recent coursework and reflect students' knowledge of content areas.</td>
</tr>
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</table>

**Competency 3:** Describe the historical trends and future issues

Demonstrates the ability to describe the historical trends and future issues related to the practice of school psychology.

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

| Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished). |
| **Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator |
| Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator |
| **Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July
| **Responsible Individual(s):** |

<table>
<thead>
<tr>
<th>Findings for Annual Performance Evaluation</th>
</tr>
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</table>
**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

---

**Measure:** Preliminary Examinations

**Direct - Exam**

**Details/Description:** Preliminary examination topic: School Psychology Specialty

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.

Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas.

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

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**Findings for Preliminary Examinations**

**Summary of Findings:** 50% of students received a rating of 2.0 or above in areas assessed

**Results:** Target Achievement: Not Met

**Recommendations:**

**Reflections/Notes:** Did not meet MLA or Goal. Concern about whether questions align with current/recent coursework and reflect students' knowledge of content areas.

---

**5.2 Engage in practices that are in accordance with professional, legal, and ethical guidelines**

Students will engage in practices that are in accordance with professional, legal, and ethical guidelines.

---

**Competency 1: Follow ethical and professional principles and guidelines**

Demonstrates the ability to follow ethical and professional principles and guidelines in multiple settings and situations.

---

**Measure:** 1st Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Items 8a, 8f, 8g, 8h, 8i, and 8j

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains.

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

---

**Findings for 1st Year Practicum Evaluation**
Summary of Findings: N=5
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 5.2, students received a mean rating of 2.0.
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 10a, 10b, 10j, 10k, 10l, 10m, and 10n
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Findings for 2nd Year Practicum Evaluation

Summary of Findings: N=4
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 5.2, students received a mean rating of 2.6.
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).
Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator
Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July
Responsible Individual(s):

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above
Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

Measure: Internship Final Evaluation
Direct - Other

Details/Description: Internship final evaluation items 10a, 10b, 10j, 10k, 10l, 10m, and 10n. Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains.

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for Internship Final Evaluation

Summary of Findings: No students completed internship during this assessment cycle.

Recommendations:

Reflections/Notes:

Competency 2: Provide services in a manner consistent with legal requirements

Demonstrates the ability to provide professional services in a manner consistent with legal requirements.

Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation item 10h. Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains.

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for 2nd Year Practicum Evaluation

Summary of Findings: N=4
100% of students received an overall rating of 2.0 or above for each competency area. For Objective 5.2, students received a mean rating of 2.6.

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Areas rated below 2.0 likely related to year in
program/coursework sequence and developmental expectations. (See Mean Rating sheet)

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicaters rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator  
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July  
**Responsible Individual(s):**

**Findings for Annual Performance Evaluation**

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above  
**Results:** Target Achievement: Exceeded  
**Recommendations:**
**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

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

**Details/Description:** Internship final evaluation item 10h  
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

**Findings for Internship Final Evaluation**

**Summary of Findings:** No students completed internship during this assessment cycle.  
**Recommendations:**  
**Reflections/Notes:**

**Measure:** 1st Year Practicum Evaluation  
*Direct - Other*

**Competency 3: Engage in self-reflection about one's own professional**

**Measure:** 1st Year Practicum Evaluation  
*Direct - Other*
skills and practice
Demonstrates the ability to engage in self-reflection about one’s own professional skills and practice, identify areas of professional competency, and identify areas in need of continued learning and growth.

Details/Description: 1st Year Practicum Evaluation Items 8b and 8e
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Findings for 1st Year Practicum Evaluation

Summary of Findings: N=5
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 5.2, students received a mean rating of 2.0
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 10c, 10f, and 10g
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Findings for 2nd Year Practicum Evaluation

Summary of Findings: N=4
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 5.2, students received a mean rating of 2.6
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)
- **Measure:** Annual Performance Evaluation
- **Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).
- **Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
- **Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator
- **Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July
- **Responsible Individual(s):**

  **Findings for Annual Performance Evaluation**

  - **Summary of Findings:** 96% of students rated Basic/Meets Expectations or above
  - **Results:** Target Achievement: Exceeded
  - **Recommendations:**
  - **Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

- **Measure:** Internship Final Evaluation
- **Details/Description:** Internship final evaluation items 10c, 10f, and 10g
- **Details/Description:** Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
- **Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
- **Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
- **Implementation Plan (timeline):** Review July
- **Responsible Individual(s):**

  **Findings for Internship Final Evaluation**

  - **Summary of Findings:** No students completed internship during this assessment cycle.
  - **Recommendations:**
  - **Reflections/Notes:**

- **Measure:** 1st Year Practicum Evaluation
- **Details/Description:** 1st Year Practicum Evaluation Items 8c and 8d

- **Competency 4:** Engage in supervision and receive/utilize feedback
- **Details/Description:** Demonstrates the ability to engage in supervision and
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for 1st Year Practicum Evaluation**

**Summary of Findings:** N=5
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 5.2, students received a mean rating of 2.0

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

**Measure: 2nd Year Practicum Evaluation**

**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 10d, 10e, and 10f

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for 2nd Year Practicum Evaluation**

**Summary of Findings:** N=4
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 5.2, students received a mean rating of 2.6.

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

**Measure: Annual Performance Evaluation**

**Direct - Other**

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades
and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

**Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

---

### Findings for Annual Performance Evaluation

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :** Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

---

**Measure:** Internship Final Evaluation

**Direct - Other**

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**Details/Description:** Internship final evaluation items 10d and 10e

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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### Findings for Internship Final Evaluation

**Summary of Findings:** No students completed internship during this assessment cycle.

**Recommendations :**

**Reflections/Notes :**

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### 5.3 Demonstrate knowledge of and responsiveness to diverse backgrounds

Students will demonstrate knowledge of and responsiveness to the racial, ethnic, linguistic, experiential, and/or economic background of those with whom they interact professionally.

**Measure:** 1st Year Practicum Evaluation

**Direct - Other**

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**Details/Description:** 1st Year Practicum Evaluation Items 6a and 7c

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds
Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings for 1st Year Practicum Evaluation**

**Summary of Findings:** N=5

100% of students received an overall rating of 2.0 or above for each competency area

For Objective 5.3, students received a mean rating of 2.0

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

---

**Measure:** 2nd Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 7a and 8a

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings for 2nd Year Practicum Evaluation**

**Summary of Findings:** N=4

100% of students received an overall rating of 2.0 or above for each competency area

For Objective 5.3, students received a mean rating of 2.5

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

---

**Measure:** Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]).
[3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

**Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

---

**Findings for Annual Performance Evaluation**

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

---

**Measure: Internship Final Evaluation**

**Direct - Other**

**Details/Description:** Internship final evaluation item 7a

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings for Internship Final Evaluation**

**Summary of Findings:** No students completed internship during this assessment cycle.

**Recommendations:**

**Reflections/Notes:**

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**Competency 2:**

**Describe the importance of background and experience**

Demonstrates the ability to comprehensively describe the importance of background and experience on learning and behavior.

---

**Measure: 1st Year Practicum Evaluation**

**Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Item 7a

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July
Responsible Individual(s):

### Findings for 1st Year Practicum Evaluation

**Summary of Findings:** N=5  
100% of students received an overall rating of 2.0 or above for each competency area.  
For Objective 5.3, students received a mean rating of 2.0.  
**Results:** Target Achievement: Exceeded  
**Recommendations:**  
**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

### Measure: 2nd Year Practicum Evaluation  
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 8b and 8c  
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

### Findings for 2nd Year Practicum Evaluation

**Summary of Findings:** N=4  
100% of students received an overall rating of 2.0 or above for each competency area.  
For Objective 5.3, students received a mean rating of 2.5.  
**Results:** Target Achievement: Exceeded  
**Recommendations:**  
**Reflections/Notes:** Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

### Measure: Annual Performance Evaluation  
Direct - Other

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).  
**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator  
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator  
**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July  
**Responsible Individual(s):**
Findings for Annual Performance Evaluation

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

---

**Measure:** Internship Final Evaluation

**Direct - Other**

**Details/Description:** Internship final evaluation items 8b and 8c

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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Findings for Internship Final Evaluation

**Summary of Findings:** No students completed internship during this assessment cycle.

**Recommendations:**

**Reflections/Notes:**

---

**Measure:** Preliminary Examinations

**Direct - Exam**

**Details/Description:** Preliminary examination topics: Individual Bases of Behavior and School Psychology Specialty

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.

Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

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Findings for Preliminary Examinations

**Summary of Findings:** 50% of students received a rating of 2.0 or above in areas assessed

**Results:** Target Achievement: Not Met
Competency 3: Consider client background and experience

Demonstrates the ability to consider client background and experience when providing professional services.

Measure: 1st Year Practicum Evaluation

Details/Description: 1st Year Practicum Evaluation Item 7c
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for 1st Year Practicum Evaluation

Summary of Findings: N=5
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 5.3, students received a mean rating of 2.0

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: 2nd Year Practicum Evaluation

Details/Description: 2nd Year Practicum Evaluation items 7e, 7f, 7g, and 8e
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for 2nd Year Practicum Evaluation

Summary of Findings: N=4
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 5.3, students received a mean rating of 2.5.
**Results**: Target Achievement: Exceeded

**Recommendations**: 

**Reflections/Notes**: Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

### Measure: Annual Performance Evaluation  
Direct - Other

**Details/Description**: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicaters rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target**: Student Minimum Level of Achievement: Basic rating on overall performance indicator

**Program Assessment Goal**: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline)**: Collect faculty input May, Review and provide feedback July

**Responsible Individual(s)**:

**Findings for Annual Performance Evaluation**

**Summary of Findings**: 96% of students rated Basic/Meets Expectations or above

**Results**: Target Achievement: Exceeded

**Recommendations**: 

**Reflections/Notes**: Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

### Measure: Internship Final Evaluation  
Direct - Other

**Details/Description**: Internship final evaluation item 8e

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target**: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal**: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline)**: Review July

**Responsible Individual(s)**:

**Findings for Internship Final Evaluation**

**Summary of Findings**: No students completed internship during this assessment cycle.

**Recommendations**: 

**Reflections/Notes**: 

### 5.4 Establish and maintain rapport with clients and families

Students will demonstrate the ability to establish and maintain rapport with clients and families for the purpose of providing individually and culturally relevant services.

<table>
<thead>
<tr>
<th>Competency 1: Effectively listen and communicate</th>
<th>Measure: 1st Year Practicum Evaluation</th>
<th>Direct - Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates the ability to effectively listen and communicate with a range of clients and stakeholders.</td>
<td>Details/Description: 1st Year Practicum Evaluation Items 2b, 2e, 6b, 7b, and 7c</td>
<td></td>
</tr>
<tr>
<td>Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.</td>
<td>Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas. Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains</td>
<td></td>
</tr>
<tr>
<td>Implementation Plan (timeline): Review July</td>
<td>Responsible Individual(s):</td>
<td></td>
</tr>
<tr>
<td>Findings for 1st Year Practicum Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary of Findings: N=5 100% of students received an overall rating of 2.0 or above for each competency area For Objective 5.4, students received a mean rating of 2.0</td>
<td>Results: Target Achievement: Exceeded</td>
<td></td>
</tr>
<tr>
<td>Recommendations: Reflections/Notes: Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure: 2nd Year Practicum Evaluation</th>
<th>Direct - Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details/Description: 2nd Year Practicum Evaluation items 2d, 2j, 7b, 7c, and 8e</td>
<td>Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.</td>
</tr>
<tr>
<td>Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas. Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains</td>
<td>Implementation Plan (timeline): Review July</td>
</tr>
<tr>
<td>Responsible Individual(s):</td>
<td></td>
</tr>
<tr>
<td>Findings for 2nd Year Practicum Evaluation</td>
<td></td>
</tr>
<tr>
<td>Summary of Findings: N=4 100% of students received an overall rating of 2.0 or above for each competency area For Objective 5.4, students received a mean rating of 2.6.</td>
<td>Results: Target Achievement: Exceeded</td>
</tr>
<tr>
<td>Recommendations:</td>
<td></td>
</tr>
</tbody>
</table>
**Measure:** Annual Performance Evaluation  
**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).  

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator  
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator  

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July  
**Responsible Individual(s):**

---

**Findings for Annual Performance Evaluation**

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above  
**Results:** Target Achievement: Exceeded  
**Recommendations:**  
**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

---

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

**Details/Description:** Internship final evaluation items 7b and 7c  
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  

**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

---

**Findings for Internship Final Evaluation**

**Summary of Findings:** No students completed internship during this assessment cycle.  
**Recommendations:**  
**Reflections/Notes:**
Measure: 1st Year Practicum Evaluation
Direct - Other

Details/Description: 1st Year Practicum Evaluation Items 2d and 7b
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for 1st Year Practicum Evaluation

Summary of Findings: N=5
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 5.4, students received a mean rating of 2.0

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 2h, 8d, 8f, and 8g
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for 2nd Year Practicum Evaluation

Summary of Findings: N=4
100% of students received an overall rating of 2.0 or above for each competency area
For Objective 5.4, students received a mean rating of 2.6.

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Areas rated below 2.0 likely related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)
**Measure:** Annual Performance Evaluation  
**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).  
**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator  
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator  
**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July  
**Responsible Individual(s):**

**Findings for Annual Performance Evaluation**

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above  
**Results:** Target Achievement: Exceeded  
**Recommendations:**  
**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

---

**Measure:** Internship Final Evaluation  
**Details/Description:** Internship final evaluation items 8d, 8f, 8g, and 8h  
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

**Findings for Internship Final Evaluation**

**Summary of Findings:** No students completed internship during this assessment cycle.  
**Recommendations:**  
**Reflections/Notes:**

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**5.5 Students will demonstrate effective strategies for providing supervision and feedback.**

**Competency 1: Utilize effective interpersonal and communicative skills**

**Measure:** Annual Performance Evaluation  
**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).  
**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator  
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator  
**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July  
**Responsible Individual(s):**

---

**Findings for Annual Performance Evaluation**

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above  
**Results:** Target Achievement: Exceeded  
**Recommendations:**  
**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.
Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicaters rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Responsible Individual(s):

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above
Results: Target Achievement: Exceeded

Recommendations:
Reflections/Notes: Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

Competency 2: Identify learning needs, write learning goals, identify instructional strategies, and evaluate learning for supervisees

Demonstrates the ability to identify learning needs, write learning goals, identify instructional strategies, and evaluate learning for supervisees.

Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicaters rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Responsible Individual(s):

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above
Results: Target Achievement: Exceeded

Recommendations:
Reflections/Notes: Met MLA and Goal. Remediation plans were developed for students not earning Basic rating.

Overall Recommendations

No text specified

Overall Reflection

No text specified
### Action Plan

#### Action Plan 2013-14

<table>
<thead>
<tr>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Plan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action: APA Thresholds</th>
</tr>
</thead>
</table>

**This Action is associated with the following Findings**
No supporting Findings have been linked to this Action.

**Action Details:** Continue to monitor thresholds established by accrediting body, American Psychological Association (APA).

**Implementation Plan (timeline):** January and August

**Key/Responsible Personnel:**

**Measures:** APA Thresholds

**Resource Allocations:** None needed

**Priority:** High

<table>
<thead>
<tr>
<th>Action: Improve preliminary exams</th>
</tr>
</thead>
</table>

**This Action is associated with the following Findings**
No supporting Findings have been linked to this Action.

**Action Details:** Improve preliminary exams by reviewing questions for currency, administering research/statistics questions, and creating test item bank.

**Implementation Plan (timeline):** Completed Summer 2014 in preparation for 2014-15 AY

**Key/Responsible Personnel:**

**Measures:** Preliminary examination mean ratings and pass rates

**Resource Allocations:** None needed

**Priority:** Medium

<table>
<thead>
<tr>
<th>Action: Review and modify content of year 1 coursework</th>
</tr>
</thead>
</table>

**This Action is associated with the following Findings**
No supporting Findings have been linked to this Action.

**Action Details:** Review and modify content of year 1 coursework to increase focus on academic, behavioral, and emotional interventions

**Implementation Plan (timeline):** Summer 2014 for Fall courses; Fall semester for Spring and Summer courses

**Key/Responsible Personnel:**

**Measures:** Year 1 practicum ratings in Competency 2.2
Resource Allocations: None needed
Priority: High

**Action:** Year 3 practicum evaluation

This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

Action Details: Create year 3 practicum evaluation form for new course requirement


Key/Responsible Personnel:

Measures: Program area meetings

Resource Allocations: None needed
Priority: Medium

### Status Report

**Action Statuses**

**Action Plan 2013-14**

**Outcome**

**Action Plan**

**Action:** APA Thresholds

Action Details: Continue to monitor thresholds established by accrediting body, American Psychological Association (APA).

Implementation Plan (timeline): January and August

Key/Responsible Personnel:

Measures: APA Thresholds

Resource Allocations: None needed
Priority: High

Status for APA Thresholds

No Status Added

**Action:** Improve preliminary exams

Action Details: Improve preliminary exams by reviewing questions for currency, administering research/statistics questions, and creating test item bank.

Key/Responsible Personnel:

Measures: Preliminary examination mean ratings and pass rates

Resource Allocations: None needed

Priority: Medium

Status for Improve preliminary exams
No Status Added

Action: Review and modify content of year 1 coursework

Action Details: Review and modify content of year 1 coursework to increase focus on academic, behavioral, and emotional interventions

Implementation Plan (timeline): Summer 2014 for Fall courses; Fall semester for Spring and Summer courses

Key/Responsible Personnel:

Measures: Year 1 practicum ratings in Competency 2.2

Resource Allocations: None needed

Priority: High

Status for Review and modify content of year 1 coursework
No Status Added

Action: Year 3 practicum evaluation

Action Details: Create year 3 practicum evaluation form for new course requirement


Key/Responsible Personnel:

Measures: Program area meetings

Resource Allocations: None needed

Priority: Medium

Status for Year 3 practicum evaluation
No Status Added

Status Summary
No text specified
## Summary of Next Steps

*No text specified*
2014-2015 Assessment Cycle

Assessment Plan

Outcomes and Measures

PhD in School Psychology

1.1 Understand basic measurement concepts and psychometric issues
Students will demonstrate understanding of basic measurement concepts and psychometric issues as they apply to assessment practices.

Competency 1: Evaluate assessment instruments
Demonstrates the ability to critically evaluate the normative and psychometric properties of assessment instruments.

Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July
Responsible Individual(s):

Competency 2: Select assessment instruments
Demonstrates the ability to appropriately select assessment instruments based on measurement and psychometric properties.

Measure: 1st Year Practicum Evaluation
Direct - Other

Details/Description: 1st Year Practicum Evaluation Items 1b
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July
Responsible Individual(s):

Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation item 1d
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional
option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

---

**Measure:** Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

---

**Measure:** Internship Final Evaluation

**Direct - Other**

**Details/Description:** Internship final evaluation items 1c and 1d
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Measure:** Preliminary Examinations

**Direct - Exam**

**Details/Description:** Preliminary examination topic: School Psychology Specialty
Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

---

**1.2 Identify areas of strength and need and monitor progress**

Students will demonstrate the ability to use a variety of assessment procedures to identify areas of strength and need and to monitor progress.
### Competency 1: Identify referral concerns

**Measure:** 1st Year Practicum Evaluation  
Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Items 1a and 1b

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

---

**Measure:** 2nd Year Practicum Evaluation  
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 1b and 1c

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

---

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicaters rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

---

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

**Details/Description:** Internship final evaluation items 1b and 1c

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

↓ Measure: Preliminary Examinations
Direct - Exam

Details/Description: Preliminary examination topic: School Psychology Specialty
Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas
Implementation Plan (timeline): Review October
Responsible Individual(s):

Competency 2: Conduct comprehensive interviews
Demonstrates the ability to conduct comprehensive interviews with clients, families, and other professionals.

↓ Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).
Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator
Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July
Responsible Individual(s):

Competency 3: Conduct observations and record review
Demonstrates the ability to identify areas of strength and need via observations and record review.

↓ Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).
Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator
Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July
Responsible Individual(s):

Competency 4: Administer standardized assessment

↓ Measure: 1st Year Practicum Evaluation
Direct - Other
<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>2nd Year Practicum Evaluation</td>
<td>1st Year Practicum Evaluation Items 1c and 1d</td>
<td>Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.</td>
<td>Review July</td>
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<td></td>
<td>Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.</td>
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<td></td>
<td>Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains</td>
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<td><strong>Implementation Plan (timeline):</strong> Review July</td>
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<td><strong>Responsible Individual(s):</strong></td>
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<tr>
<td>Annual Performance Evaluation</td>
<td>2nd Year Practicum Evaluation items 1e, 1f, and 1g</td>
<td>Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.</td>
<td>Review July</td>
<td></td>
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<td>Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.</td>
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<td>Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains</td>
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<td><strong>Implementation Plan (timeline):</strong> Review July</td>
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<td><strong>Responsible Individual(s):</strong></td>
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</tr>
<tr>
<td>Internship Final Evaluation</td>
<td>Internship final evaluation items 1e, 1f, and 1g</td>
<td>Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.</td>
<td>Review July</td>
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<tr>
<td></td>
<td>Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.</td>
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<td></td>
<td><strong>Implementation Plan (timeline):</strong> Review July</td>
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</tbody>
</table>
Competency 5: Conduct comprehensive evaluations

Demonstrates the ability to conduct comprehensive evaluations to address presenting client concerns.

Measure: 1st Year Practicum Evaluation
Direct - Other

Details/Description: 1st Year Practicum Evaluation Items 1e and 8j
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 1a, 1h, 10i, and 10n
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Measure: Internship Final Evaluation
Direct - Other

Details/Description: Internship final evaluation items 1a, 1h, 10i, and 10n
Completed for 5th year experience by field-based supervisor, two times each semester. Forms
have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas. Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

### 1.3 Utilize assessment results to facilitate programming and intervention

Students will demonstrate the ability to utilize assessment results to facilitate programming and intervention appropriate to the individual characteristics of the client.

<table>
<thead>
<tr>
<th>Competency 1: Identify strengths and sources of support</th>
<th>Measure: 1st Year Practicum Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates the ability to interpret evaluation results to identify strengths and sources of support.</td>
<td>Direct - Other</td>
</tr>
<tr>
<td><strong>Details/Description:</strong> 1st Year Practicum Evaluation Items 1e</td>
<td></td>
</tr>
<tr>
<td>Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.</td>
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<td><strong>Implementation Plan (timeline):</strong> Review July</td>
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<tr>
<td><strong>Responsible Individual(s):</strong></td>
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</table>

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<thead>
<tr>
<th>Measure: 2nd Year Practicum Evaluation</th>
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<tbody>
<tr>
<td>Direct - Other</td>
</tr>
<tr>
<td><strong>Details/Description:</strong> 2nd Year Practicum Evaluation items 1h and 8h</td>
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<tr>
<td>Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.</td>
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<td><strong>Target:</strong> Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas. Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains</td>
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<tr>
<th>Measure: Annual Performance Evaluation</th>
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<tr>
<td>Direct - Other</td>
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<tr>
<td><strong>Details/Description:</strong> Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale ( Unsatisfactory, Basic, Proficient, Distinguished).</td>
</tr>
<tr>
<td><strong>Target:</strong> Student Minimum Level of Achievement: Basic rating on overall performance indicator Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance</td>
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</table>
### Competency 2: Identify instructional, curricular, and intervention needs

Demonstrates the ability to utilize assessment data to identify instructional, curricular, and intervention needs of client.

<table>
<thead>
<tr>
<th>Measure: 1st Year Practicum Evaluation</th>
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<tbody>
<tr>
<td>Direct - Other</td>
</tr>
</tbody>
</table>

**Details/Description:** 1st Year Practicum Evaluation Items 1e, 3b, and 4c

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

<table>
<thead>
<tr>
<th>Measure: 2nd Year Practicum Evaluation</th>
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<tr>
<td>Direct - Other</td>
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</table>

**Details/Description:** 2nd Year Practicum Evaluation Items 1h, 3b, 3k, and 4c

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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<tr>
<th>Measure: Annual Performance Evaluation</th>
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<tr>
<td>Direct - Other</td>
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</table>
Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Responsible Individual(s):

Measure: Internship Final Evaluation
Direct - Other

Details/Description: Internship final evaluation items 3b and 3k

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Measure: Preliminary Examinations
Direct - Exam

Details/Description: Preliminary examination topic: School Psychology Specialty

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

Implementation Plan (timeline): Review October

Responsible Individual(s):

Measure: 1st Year Practicum Evaluation
Direct - Other

Details/Description: 1st Year Practicum Evaluation Item 1e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July
### Responsible Individual(s):

#### Measure: 2nd Year Practicum Evaluation
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 1h, 3f, and 4j

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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

**Details/Description:** Internship final evaluation items 3f and 3g

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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### 2.1 Understand prevention and intervention

Students will demonstrate understanding of the theoretical, conceptual, and procedural aspects of prevention and intervention for academic, behavioral, and emotional domains.

**Competency 1: Demonstrates knowledge of evidence-based**

#### Measure: 1st Year Practicum Evaluation
Direct - Other
practices for academic domains.

Details/Description: 1st Year Practicum Evaluation Items 3a, 3b, 3c, 3d, and 3e
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 3a, 3b, 3c, 3d, 3e, 5g, and 6b
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).
Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator
Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July
Responsible Individual(s):

Measure: Internship Final Evaluation
Direct - Other

Details/Description: Internship final evaluation items 3a, 3b, 3c, 3d, 3e, 8a, 8b, and 8c
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
**Responsible Individual(s):**

**Measure:** Preliminary Examinations  
Direct - Exam

**Details/Description:** Preliminary examination topics: Cognitive-Affective Bases of Behavior, Biological Bases of Behavior, Social Bases of Behavior, Individual Bases of Behavior

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student's area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the areas assessed. Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas.

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

**Competency 2: Demonstrates knowledge of evidence-based practices for emotional and behavioral domains.**

**Measure:** 1st Year Practicum Evaluation  
Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Items 4a, 4b, 4d, and 4e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas. Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** 2nd Year Practicum Evaluation  
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 4a, 4b, 4d, 4e, 5g, 6b, and 6i

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas. Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades
and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

**Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Measure:** Internship Final Evaluation

**Direct - Other**

**Details/Description:** Internship final evaluation items 4a, 4b, 4e, 5g, 6a, 6b, and 6i

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** Preliminary Examinations

**Direct - Exam**

**Details/Description:** Preliminary examination topics: Cognitive-Affective Bases of Behavior, Biological Bases of Behavior, Social Bases of Behavior, Individual Bases of Behavior

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.

**Program Assessment Goal:** 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

**Competency 3:** Demonstrates knowledge of intervention implementation and monitoring practices.

**Measure:** 1st Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Items 3f, 3g, 4g, and 4h

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**
**Measure:** 2nd Year Practicum Evaluation
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 3g, 3h, 3j, 4f, 4g, 4i, and 4m
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

---

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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

**Details/Description:** Internship final evaluation items 3h, 3j, and 4m
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Measure:** Preliminary Examinations
Direct - Exam

**Details/Description:** Preliminary examination topics: Cognitive-Affective Bases of Behavior, Biological Bases of Behavior, Social Bases of Behavior, Individual Bases of Behavior
Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate
(1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.

Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

### 2.2 Develop, implement, and assess effectiveness of intervention plans

Students will develop, implement, and assess effectiveness of intervention plans to address academic, behavioral, or emotional needs of clients.

<table>
<thead>
<tr>
<th>Competency 1: Develop comprehensive intervention plans</th>
<th>Measure: 1st Year Practicum Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates the ability to develop comprehensive intervention plans to address client need.</td>
<td>Measure: 1st Year Practicum Evaluation</td>
</tr>
</tbody>
</table>

**Measure: 1st Year Practicum Evaluation**

**Details/Description:** 1st Year Practicum Evaluation Items 3e, 4f, and 7b

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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<table>
<thead>
<tr>
<th>Measure: 2nd Year Practicum Evaluation</th>
</tr>
</thead>
</table>

**Measure: 2nd Year Practicum Evaluation**

**Details/Description:** 2nd Year Practicum Evaluation items 3g, 4f, 4j, 5f, 5h, 6d, 7d, 7g, and 8d

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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<table>
<thead>
<tr>
<th>Measure: Annual Performance Evaluation</th>
</tr>
</thead>
</table>

**Measure: Annual Performance Evaluation**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July
Competency 2: Support educators, families, and other professionals

Demonstrates the ability to support educators, families, and other professionals during intervention implementation.

Measure: Internship Final Evaluation
Direct - Other

Details/Description: Internship final evaluation items 3g, 4d, 4f, 4j, 4k, 5h, 6d, and 7g
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 3i, 4h, and 4l
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Measure: Internship Final Evaluation
Direct - Other

Details/Description: Internship final evaluation items 3i, 4g, 4h, 4l, and 6e
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets
Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Competency 3: Monitor the implementation and effectiveness of interventions**

Demonstrates the ability to monitor the implementation and effectiveness of interventions, and make adjustments as necessary.

**Measure:** 1st Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Items 3g and 4h
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Measure:** 2nd Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 3j, 4i, 4m, and 6f
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Measure:** Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**
### Measure: Internship Final Evaluation

#### Direct - Other

**Details/Description:** Internship final evaluation items 3j, 4i, 4m, and 6f

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

### Competency 4: Implement an intervention plan

Demonstrates the ability to implement an intervention plan to address client needs.

### Measure: 1st Year Practicum Evaluation

#### Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Items 3f and 4g

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

### Measure: 2nd Year Practicum Evaluation

#### Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 3h, 4g, 4k, and 6e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

### Measure: Annual Performance Evaluation

#### Direct - Other

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]).
3.1 Demonstrate appropriate communication skills

Students will demonstrate appropriate communication, interviewing, and listening skills when consulting with educators, school administrators, family members, and other professionals.

**Competency 1: Prepare written reports**

- **Measure:** 1st Year Practicum Evaluation
- **Details/Description:** 1st Year Practicum Evaluation Item 2f
- **Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
- **Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains.
- **Implementation Plan (timeline):** Review July
- **Responsible Individual(s):**

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**Competency 2: Prepare written reports**

- **Measure:** 2nd Year Practicum Evaluation
- **Details/Description:** 2nd Year Practicum Evaluation items 2k and 2l
- **Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
- **Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains.
- **Implementation Plan (timeline):**
- **Responsible Individual(s):**
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator  
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July  
**Responsible Individual(s):**

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

**Details/Description:** Internship final evaluation items 2k and 2l  
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

**Competency 2: Express oneself clearly**  
Demonstrates the ability to express oneself clearly, accurately, and in a manner that is understandable for the intended audience.

**Measure:** 1st Year Practicum Evaluation  
Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Items 2c, 2g, and 6b  
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

**Measure:** 2nd Year Practicum Evaluation  
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 2g and 2m  
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum -
completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Measure:** Annual Performance Evaluation

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

**Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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**Measure:** Internship Final Evaluation

**Details/Description:** Internship final evaluation items 2g and 2m

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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### 3.2 Apply consultative theories and strategies

Students will demonstrate application of consultative theories and strategies to individual, group, or systems issues.

**Competency 1:**
**Describe consultation theories and processes**

Demstrates the ability to comprehensively describe consultation theories and processes.

**Measure:** Annual Performance Evaluation

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

**Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**
### Measure: Preliminary Examinations

**Direct - Exam**

**Details/Description:** Preliminary examination topic: School psychology specialty

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed. Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas.

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

### Competency 2: Apply consultation processes and strategies

Demonstrates the ability to apply consultation processes and strategies to address the needs of individual students or groups of students.

### Measure: 1st Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Item 2b

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

### Measure: 2nd Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 2d, 2e, and 2f

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

### Measure: Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]).
[3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input, May, Review and provide feedback July

**Responsible Individual(s):**

---

**Measure:** Internship Final Evaluation

**Details/Description:** Internship final evaluation items 2d, 2e, and 2f

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Competency 3: Work collaboratively**

Demonstrates the ability to work collaboratively with educators, school administrators, other professionals, and families.

---

**Measure:** 1st Year Practicum Evaluation

**Details/Description:** 1st Year Practicum Evaluation Items 2a and 2b

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Measure:** 2nd Year Practicum Evaluation

**Details/Description:** 2nd Year Practicum Evaluation items 2a, 2b, 2c, 2d, 5b, 5f, 6g, 6h, 7c, 7d, and 7e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**
**Measure:** Annual Performance Evaluation  
Direct - Other

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator  
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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

**Details/Description:** Internship final evaluation items 2a, 2b, 2c, 5b, 5f, 5e, 6g, 6h, 7d and 7e completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**3.3 Conceptualize effective leadership and change strategies**

**Students will conceptualize effective leadership and change strategies and principles.**

**Competency 1:** Describe principles of systems-change.  
Demonstrates the ability to comprehensively describe principles of systems-change.

---

**Measure:** 2nd Year Practicum Evaluation  
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation item 5e  
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor, 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

---

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

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on...
three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

**Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

---

**Measure:** Internship Final Evaluation

**Direct - Other**

**Details/Description:** Internship final evaluation item 5e

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

---

**Measure:** Preliminary Examinations

**Direct - Exam**

**Details/Description:** Preliminary examination topic: School psychology specialty

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.

**Program Assessment Goal:** 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

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**Competency 2: Apply principles of systems-change**

Demonstrates the ability to apply principles of systems-change to school building, school district, or other agency consultation.

**Measure:** 1st Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Items 5a, 5b, and 5c

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**
### Measure: 2nd Year Practicum Evaluation
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 5a, 5b, 5c, 5d, 5e, 5f, 5h, 6c, 6d, 6e, and 6f

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

### Measure: Annual Performance Evaluation
Direct - Other

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

### Measure: Internship Final Evaluation
Direct - Other

**Details/Description:** Internship final evaluation items 5a, 5b, 5c, 5d, 5e, 5f, and 6c

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

#### 4.1 Demonstrate knowledge and application of various research and evaluation methods and approaches

Students will demonstrate knowledge and application of various research and evaluation methods and approaches.

<table>
<thead>
<tr>
<th>Competency 1: Describe research and evaluation methods</th>
<th>Measure: Annual Performance Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates the ability to</td>
<td>Direct - Other</td>
</tr>
</tbody>
</table>
comprehensively describe research and evaluation methods.

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

**Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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**Measure:** Preliminary Examinations
Direct - Exam

**Details/Description:** Preliminary examination topic: Sub-specialty area

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student's area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.

**Program Assessment Goal:** 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

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**Measure:** Research Proficiency Tool
Direct - Other

**Details/Description:** Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.

**Target:** Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695

**Program Assessment Goal:** 85% of students earn a grade of B or higher in the specified courses

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Competency 2: Select appropriate research and evaluation methods**

Demonstrates the ability to select appropriate research and evaluation methods.

**Measure:** 2nd Year Practicum Evaluation
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation item 9e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**
Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July
Responsible Individual(s):

Measure: Internship Final Evaluation
Direct - Other

Details/Description: Internship final evaluation item 9e

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July
Responsible Individual(s):

Measure: Research Proficiency Tool
Direct - Other

Details/Description: Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.

Target: Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695
Program Assessment Goal: 85% of students earn a grade of B or higher in the specified courses

Implementation Plan (timeline): Review July
Responsible Individual(s):

4.2 Conceptualize research questions and design research/program evaluation

Students will conceptualize research questions or issues and design and conduct research/program evaluation.

Competency 1: Develop and articulate research issues

Demonstrates the ability to develop and articulate research issues or questions.

Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Measure:** Research Proficiency Tool

**Direct - Other**

**Details/Description:** Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.

**Target:** Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695

Program Assessment Goal: 85% of students earn a grade of B or higher in the specified courses

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Competency 2: Design and conduct research and/or program evaluation**

Demonstrates the willingness and ability to design and conduct research and/or program evaluation.

**Measure:** 2nd Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 9d, 9e, and 9f

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of exceeds expectations (3), meets expectations (2), or does not meet expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Measure:** Internship Final Evaluation

**Direct - Other**

**Details/Description:** Internship final evaluation items 9d, 9e, and 9f
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Measure:** Research Proficiency Tool

**Direct - Other**

**Details/Description:** Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.

**Target:** Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695
Program Assessment Goal: 85% of students earn a grade of B or higher in the specified courses

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**4.3 Communicate research/evaluation results**

Students will summarize and effectively communicate research/evaluation results to educators, school administrators, family members, and other professionals.

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**Competency 1:**

**Identify key findings in research results**

**Measure:** 2nd Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 9a, 9b, and 9c

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Measure:** Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatres rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July
### Responsible Individual(s):

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

**Details/Description:** Internship final evaluation items 9a, 9b, and 9c
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

### Responsible Individual(s):

#### Measure: Research Proficiency Tool
- **Direct - Other**

**Details/Description:** Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.

**Target:** Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695
Program Assessment Goal: 85% of students earn a grade of B or higher in the specified courses

**Implementation Plan (timeline):** Review July

### Responsible Individual(s):

#### Measure: 2nd Year Practicum Evaluation
- **Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation item 9c
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

### Responsible Individual(s):

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

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3])
[3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Measure:** Internship Final Evaluation

Direct - Other

**Details/Description:** Internship final evaluation item 9c

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** Research Proficiency Tool

Direct - Other

**Details/Description:** Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.

**Target:** Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695

Program Assessment Goal: 85% of students earn a grade of B or higher in the specified courses

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

5.1 Understand the major professional, legal, and ethical issues

Students will demonstrate an understanding of the major professional, legal, and ethical issues that influence the profession and practice of school psychology in multiple settings.

**Competency 1:**

**Describe ethical principles and guidelines**

Demonstrates the ability to comprehensively describe ethical principles and guidelines.

**Measure:** 1st Year Practicum Evaluation

Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Item 8a

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**
### Measure: 2nd Year Practicum Evaluation

**Details/Description:** 2nd Year Practicum Evaluation item 10a

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

### Measure: Annual Performance Evaluation

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicaters rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

### Measure: Internship Final Evaluation

**Details/Description:** Internship final evaluation item 10a

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

### Measure: Preliminary Examinations

**Details/Description:** Preliminary examination topic: School Psychology Specialty

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.
<table>
<thead>
<tr>
<th>Competency 2: Define federal and state legal requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates the ability to comprehensively define federal and state legal requirements related to the practice of school psychology.</td>
</tr>
</tbody>
</table>

**Measure:** Annual Performance Evaluation  
**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).  
**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator  
**Program Assessment Goal:** 85% of students receive Basic rating on overall performance indicator  
**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July  
**Responsible Individual(s):**

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**Measure:** Internship Final Evaluation  
**Details/Description:** Internship final evaluation item 10h  
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

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**Measure:** Preliminary Examinations  
**Details/Description:** Preliminary examination topic: School Psychology Specialty  
Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.  
**Program Assessment Goal:** 85% of students receive a rating of 2.0 or above for each of the areas  
**Implementation Plan (timeline):** Review October  
**Responsible Individual(s):**

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**Competency 3: Describe the historical trends and future issues**  
Demonstrates the ability to

**Measure:** Annual Performance Evaluation  
**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades
5.2 Engage in practices that are in accordance with professional, legal, and ethical guidelines

Students will engage in practices that are in accordance with professional, legal, and ethical guidelines.

Competency 1: Follow ethical and professional principles and guidelines

Demonstrates the ability to follow ethical and professional principles and guidelines in multiple settings and situations.

Measure: 1st Year Practicum Evaluation

Details/Description: 1st Year Practicum Evaluation Items 8a, 8f, 8g, 8h, 8l, and 8j

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Measure: 2nd Year Practicum Evaluation

Details/Description: 2nd Year Practicum Evaluation items 10a, 10b, 10j, 10k, 10l, 10m, and 10n

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for
each of the rated domains

**Implementation Plan (timeline):** Review July
**Responsible Individual(s):**

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July
**Responsible Individual(s):**

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

**Details/Description:** Internship final evaluation items 10a, 10b, 10j, 10k, 10l, 10m, and 10n
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July
**Responsible Individual(s):**

**Measure:** 2nd Year Practicum Evaluation
**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation item 10h
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July
**Responsible Individual(s):**

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades
and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubrics with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (Timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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**Measure:** Internship Final Evaluation

Direct - Other

**Details/Description:** Internship final evaluation item 10h

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (Timeline):** Review July

**Responsible Individual(s):**

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**Competency 3: Engage in self-reflection about one's own professional skills and practice**

Demonstrates the ability to engage in self-reflection about one’s own professional skills and practice, identify areas of professional competency, and identify areas in need of continued learning and growth.

**Measure:** 1st Year Practicum Evaluation

Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Items 8b and 8e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (Timeline):** Review July

**Responsible Individual(s):**

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**Measure:** 2nd Year Practicum Evaluation

Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 10c, 10f, and 10g

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (Timeline):** Review July
### Responsible Individual(s):

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

### Responsible Individual(s):

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

**Details/Description:** Internship final evaluation items 10c, 10f, and 10g

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

### Responsible Individual(s):

#### Measure: 1st Year Practicum Evaluation
Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Items 8c and 8d

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

### Responsible Individual(s):

#### Measure: 2nd Year Practicum Evaluation
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 10d, 10e, and 10f

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each
semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Measure:** Internship Final Evaluation

**Direct - Other**

**Details/Description:** Internship final evaluation items 10d and 10e
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**5.3 Demonstrate knowledge of and responsiveness to diverse backgrounds**
Students will demonstrate knowledge of and responsiveness to the racial, ethnic, linguistic, experiential, and/or economic background of those with whom they interact professionally.

**Competency 1: Demonstrates awareness of the importance of background and experience in oneself and others**

**Measure:** 1st Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Items 6a and 7c
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

**Measure:** 2nd Year Practicum Evaluation  
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 7a and 8a  
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).  
**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator  
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator  
**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July  
**Responsible Individual(s):**

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

**Details/Description:** Internship final evaluation item 7a  
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

**Competency 2:**  
**Describe the importance of background and experience**  
Demonstrates the ability to comprehensively describe
completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas. Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** 2nd Year Practicum Evaluation  
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 8b and 8c

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor, 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas. Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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

**Details/Description:** Internship final evaluation items 8b and 8c

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas. Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**
| Measure: Preliminary Examinations  
Direct - Exam |
|--------------------------------------------------|
| **Details/Description:** Preliminary examination topics: Individual Bases of Behavior and School Psychology Specialty  
Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed. Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas  
**Implementation Plan (timeline):** Review October  
**Responsible Individual(s):** |

| Measure: 1st Year Practicum Evaluation  
Direct - Other |
|--------------------------------------------------|
| **Details/Description:** 1st Year Practicum Evaluation Item 7c  
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas. Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):** |

| Measure: 2nd Year Practicum Evaluation  
Direct - Other |
|--------------------------------------------------|
| **Details/Description:** 2nd Year Practicum Evaluation items 7e, 7f, 7g, and 8e  
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas. Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):** |

| Measure: Annual Performance Evaluation  
Direct - Other |
|--------------------------------------------------|
| **Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]),  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas. Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):** |
[3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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

**Details/Description:** Internship final evaluation item 8e
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

### 5.4 Establish and maintain rapport with clients and families
Students will demonstrate the ability to establish and maintain rapport with clients and families for the purpose of providing individually and culturally relevant services.

<table>
<thead>
<tr>
<th><strong>Competency 1: Effectively listen and communicate</strong></th>
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<table>
<thead>
<tr>
<th><strong>Measure:</strong> 1st Year Practicum Evaluation</th>
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<tr>
<td><strong>Direct</strong> - Other</td>
</tr>
</tbody>
</table>

**Details/Description:** 1st Year Practicum Evaluation Items 2b, 2e, 6b, 7b, and 7c
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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<tr>
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</table>

**Details/Description:** 2nd Year Practicum Evaluation items 2d, 2j, 7b, 7c, and 8e
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
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<th>Implementation Plan (timeline):</th>
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<tbody>
<tr>
<td>Responsible Individual(s):</td>
<td></td>
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</tbody>
</table>

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator  
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July  
Responsible Individual(s):  

| Measure: Internship Final Evaluation  
Direct - Other |
|--------------------------------------------------|

**Details/Description:** Internship final evaluation items 7b and 7c  
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July  
Responsible Individual(s):  

**Competency 2: Demonstrates respect and objectivity when working with a range of clients and stakeholders**

| Measure: 1st Year Practicum Evaluation  
Direct - Other |
|--------------------------------------------------|

**Details/Description:** 1st Year Practicum Evaluation Items 2d and 7b  
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July  
Responsible Individual(s):  

| Measure: 2nd Year Practicum Evaluation  
Direct - Other |
|--------------------------------------------------|

**Details/Description:** 2nd Year Practicum Evaluation items 2h, 8d, 8f, and 8g  
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum -
completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas. Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Measure:** Internship Final Evaluation

**Direct - Other**

**Details/Description:** Internship final evaluation items 8d, 8f, 8g, and 8h

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas. Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**5.5 Students will demonstrate effective strategies for providing supervision and feedback.**

**Competency 1: Utilize effective interpersonal and communicative skills**

Demonstrates the ability to utilize effective interpersonal and communicative skills when providing supervision to individuals and groups.

**Measure:** Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**
**Competency 2:** Identify learning needs, write learning goals, identify instructional strategies, and evaluate learning for supervisees

Demonstrates the ability to identify learning needs, write learning goals, identify instructional strategies, and evaluate learning for supervisees.

**Measure:** Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

**Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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**Assessment Findings**

**Finding per Measure**

---

**PhD in School Psychology**

**1.1 Understand basic measurement concepts and psychometric issues**

Students will demonstrate understanding of basic measurement concepts and psychometric issues as they apply to assessment practices.

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**Competency 1:** Evaluate assessment instruments

Demonstrates the ability to critically evaluate the normative and psychometric properties of assessment instruments.

**Measure:** Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

**Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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**Findings for Annual Performance Evaluation**

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

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**Competency 2:** Select assessment instruments

Demonstrates the ability to appropriately select assessment instruments.

**Measure:** 1st Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Items 1b
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for 1st Year Practicum Evaluation**

**Summary of Findings:** 100% of students received an overall rating of 2.0 or above for each competency area

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

**Measure:** 2nd Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation item 1d

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for 2nd Year Practicum Evaluation**

**Summary of Findings:** 100% of students received an overall rating of 2.0 or above for each competency area

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

**Measure:** Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or
teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

**Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

---

### Findings for Annual Performance Evaluation

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

---

### Measure: Internship Final Evaluation

**Direct - Other**

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**Details/Description:** Internship final evaluation items 1c and 1d

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

---

### Findings for Internship Final Evaluation

**Summary of Findings:** 100% of students received an average overall rating of 2.0 or above for each of the rated domains

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal.

---

### Measure: Preliminary Examinations

**Direct - Exam**

---

**Details/Description:** Preliminary examination topic: School Psychology Specialty

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

Implementation Plan (timeline): Review October

Responsible Individual(s):

Findings for Preliminary Examinations

Summary of Findings: 86% of students received a rating of 2.0 or above in areas assessed

Results: Target Achievement: Met

Recommendations:

Reflections/Notes: Met Goal. One student did not meet MLA for one area assessed.

1.2 Identify areas of strength and need and monitor progress

Students will demonstrate the ability to use a variety of assessment procedures to identify areas of strength and need and to monitor progress.

Competency 1: Identify referral concerns

Demonstrates the ability to identify referral concern(s) and purpose of the evaluation.

Details/Description: 1st Year Practicum Evaluation Items 1a and 1b

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for 1st Year Practicum Evaluation

Summary of Findings: 100% of students received an overall rating of 2.0 or above for each competency area

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating

Measure: 2nd Year Practicum Evaluation

Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 1b and 1c

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency
areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

<table>
<thead>
<tr>
<th>Findings for 2nd Year Practicum Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary of Findings:</strong> 100% of students received an overall rating of 2.0 or above for each competency area</td>
</tr>
<tr>
<td><strong>Results:</strong> Target Achievement: Exceeded</td>
</tr>
<tr>
<td><strong>Recommendations:</strong> Reflections/Notes: Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)</td>
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**Measure:** Annual Performance Evaluation  
Direct - Other

| Details/Description: Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished). |
| **Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator  
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator  
**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July  
**Responsible Individual(s):**  

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</table>
| **Summary of Findings:** 96% of students rated Basic/Meets Expectations or above  
**Results:** Target Achievement: Exceeded  
**Recommendations:** Reflections/Notes: Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating. |

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

| Details/Description: Internship final evaluation items 1b and 1c  
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July |
Findings for Internship Final Evaluation

Summary of Findings: 100% of students received an average overall rating of 2.0 or above for each of the rated domains
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal.

Measure: Preliminary Examinations
Direct - Exam

Details/Description: Preliminary examination topic: School Psychology Specialty
Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas
Implementation Plan (timeline): Review October
Responsible Individual(s):

Findings for Preliminary Examinations

Summary of Findings: 86% of students received a rating of 2.0 or above in areas assessed
Results: Target Achievement: Met
Recommendations:
Reflections/Notes: Met Goal. One student did not meet MLA for one area assessed.

Competency 2: Conduct comprehensive interviews
Demonstrates the ability to conduct comprehensive interviews with clients, families, and other professionals.

Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).
Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator
Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July
Responsible Individual(s):

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above
Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

Competency 3: Conduct observations and record review

Demonstrates the ability to identify areas of strength and need via observations and record review.

Measure: Annual Performance Evaluation

Direct - Other

Details/Description: Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Responsible Individual(s):

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above

Recommendations:

Reflections/Notes: Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

Competency 4: Administer standardized assessment instruments, measures, and rating scales

Demonstrates the ability to administer and score standardized assessment instruments, measures, and rating scales.

Measure: 1st Year Practicum Evaluation

Direct - Other

Details/Description: 1st Year Practicum Evaluation Items 1c and 1d

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for 1st Year Practicum Evaluation

Summary of Findings: 100% of students received an overall rating of 2.0 or above for each competency area

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating
Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 1e, 1f, and 1g

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for 2nd Year Practicum Evaluation

Summary of Findings: 100% of students received an overall rating of 2.0 or above for each competency area

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating

Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Responsible Individual(s):

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.
**Measure:** Internship Final Evaluation  
Direct - Other

**Details/Description:** Internship final evaluation items 1e, 1f, and 1g  
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

**Findings for Internship Final Evaluation**

**Summary of Findings:** 100% of students received an average overall rating of 2.0 or above for each of the rated domains  
**Results:** Target Achievement: Exceeded  
**Recommendations:**  
**Reflections/Notes:** Met MLA and Goal.

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**Measure:** 1st Year Practicum Evaluation  
Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Items 1e and 8j  
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

**Findings for 1st Year Practicum Evaluation**

**Summary of Findings:** 100% of students received an overall rating of 2.0 or above for each competency area  
**Results:** Target Achievement: Exceeded  
**Recommendations:**  
**Reflections/Notes:** Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

---

**Measure:** 2nd Year Practicum Evaluation  
Direct - Other
**Details/Description:** 2nd Year Practicum Evaluation items 1a, 1h, 10i, and 10n
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
**Implementation Plan (timeline):** Review July
**Responsible Individual(s):**

**Findings for 2nd Year Practicum Evaluation**

**Summary of Findings:** 100% of students received an overall rating of 2.0 or above for each competency area
**Results:** Target Achievement: Exceeded
**Recommendations:**
**Reflections/Notes:** Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

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

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).
**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator
**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July
**Responsible Individual(s):**

**Findings for Annual Performance Evaluation**

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above
**Results:** Target Achievement: Exceeded
**Recommendations:**
**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

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

**Details/Description:** Internship final evaluation items 1a, 1h, 10i, and 10n
Completed for 5th year experience by field-based supervisor, two times each semester. Forms
have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target**: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline)**: Review July

**Responsible Individual(s)**:

<table>
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<tr>
<th>Findings for Internship Final Evaluation</th>
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</table>

**Summary of Findings**: 100% of students received an average overall rating of 2.0 or above for each of the rated domains

**Results**: Target Achievement: Exceeded

**Recommendations**:

**Reflections/Notes**: Met MLA and Goal.

---

### 1.3 Utilize assessment results to facilitate programming and intervention

Students will demonstrate the ability to utilize assessment results to facilitate programming and intervention appropriate to the individual characteristics of the client.

<table>
<thead>
<tr>
<th>Competency 1: Identify strengths and sources of support</th>
</tr>
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</table>

**Demonstrates the ability to interpret evaluation results to identify strengths and sources of support.**

**Measure**: 1st Year Practicum Evaluation

**Direct - Other**

**Details/Description**: 1st Year Practicum Evaluation Items 1e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target**: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline)**: Review July

**Responsible Individual(s)**:

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<tr>
<th>Findings for 1st Year Practicum Evaluation</th>
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</table>

**Summary of Findings**: 100% of students received an overall rating of 2.0 or above for each competency area

**Results**: Target Achievement: Exceeded

**Recommendations**:

**Reflections/Notes**: Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating)

---

**Measure**: 2nd Year Practicum Evaluation

**Direct - Other**

**Details/Description**: 2nd Year Practicum Evaluation items 1h and 8h
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

---

### Findings for 2nd Year Practicum Evaluation

**Summary of Findings:** 100% of students received an overall rating of 2.0 or above for each competency area

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :** Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating

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**Measure:** Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

---

### Findings for Annual Performance Evaluation

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :** Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

---

**Measure:** Internship Final Evaluation

**Direct - Other**

**Details/Description:** Internship final evaluation items 1h and 4c

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Findings for Internship Final Evaluation

Summary of Findings: 100% of students received an average overall rating of 2.0 or above for each of the rated domains
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal.

Competency 2: Identify instructional, curricular, and intervention needs

Demonstrates the ability to utilize assessment data to identify instructional, curricular, and intervention needs of client.

Measure: 1st Year Practicum Evaluation
Direct - Other

Details/Description: 1st Year Practicum Evaluation Items 1e, 3b, and 4c
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Findings for 1st Year Practicum Evaluation

Summary of Findings: 100% of students received an overall rating of 2.0 or above for each competency area
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 1h, 3b, 3k, and 4c
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
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**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

---

**Findings for 2nd Year Practicum Evaluation**

**Summary of Findings:** 100% of students received an overall rating of 2.0 or above for each competency area

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

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**Measure:** Annual Performance Evaluation

Direct - Other

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

---

**Findings for Annual Performance Evaluation**

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

---

**Measure:** Internship Final Evaluation

Direct - Other

**Details/Description:** Internship final evaluation items 3b and 3k

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July
Responsible Individual(s):

Findings for Internship Final Evaluation

Summary of Findings: 100% of students received an average overall rating of 2.0 or above for each of the rated domains
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal.

Measure: Preliminary Examinations
Direct - Exam

Details/Description: Preliminary examination topic: School Psychology Specialty
Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed. Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas
Implementation Plan (timeline): Review October
Responsible Individual(s):

Findings for Preliminary Examinations

Summary of Findings: 86% of students received a rating of 2.0 or above in areas assessed
Results: Target Achievement: Met
Recommendations:
Reflections/Notes: Met Goal. One student did not meet MLA for one area assessed.

Competency 3: Develop recommendations for clients, school staff and families

Demonstrates the ability to utilize assessment data to develop recommendations for clients, school staff and families.

Measure: 1st Year Practicum Evaluation
Direct - Other

Details/Description: 1st Year Practicum Evaluation Item 1e
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Findings for 1st Year Practicum Evaluation
**Summary of Findings:** 100% of students received an overall rating of 2.0 or above for each competency area

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

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**Measure:** 2nd Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 1h, 3f, and 4j

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings for 2nd Year Practicum Evaluation**

**Summary of Findings:** 100% of students received an overall rating of 2.0 or above for each competency area

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

---

**Measure:** Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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**Findings for Annual Performance Evaluation**

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above

**Results:** Target Achievement: Exceeded
**Recommendations:**
Reflections/Notes: Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

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

**Details/Description:** Internship final evaluation items 3f and 3g
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
**Implementation Plan (timeline):** Review July
**Responsible Individual(s):**

**Findings for Internship Final Evaluation**

**Summary of Findings:** 100% of students received an average overall rating of 2.0 or above for each of the rated domains
**Results:** Target Achievement: Exceeded
**Recommendations:**
Reflections/Notes: Met MLA and Goal.

**2.1 Understand prevention and intervention**
Students will demonstrate understanding of the theoretical, conceptual, and procedural aspects of prevention and intervention for academic, behavioral, and emotional domains.

**Competency 1:** Demonstrates knowledge of evidence-based practices for academic domains.

**Measure:** 1st Year Practicum Evaluation
Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Items 3a, 3b, 3c, 3d, and 3e
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
**Implementation Plan (timeline):** Review July
**Responsible Individual(s):**

**Findings for 1st Year Practicum Evaluation**

**Summary of Findings:** 100% of students received an overall rating of 2.0 or above for each competency area
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 3a, 3b, 3c, 3d, 3e, 5g, and 6b
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Findings for 2nd Year Practicum Evaluation

Summary of Findings: 100% of students received an overall rating of 2.0 or above for each competency area
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicaturs rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).
Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator
Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July
Responsible Individual(s):

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Remediation plans were developed for student(s) not
earning Basic rating.

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

**Details/Description:** Internship final evaluation items 3a, 3b, 3c, 3d, 3e, 8a, 8b, and 8c  
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

**Findings for Internship Final Evaluation**

**Summary of Findings:** 100% of students received an average overall rating of 2.0 or above for each of the rated domains  
**Results:** Target Achievement: Exceeded  
**Recommendations:**  
**Reflections/Notes:** Met MLA and Goal.

**Measure:** Preliminary Examinations  
**Direct - Exam**

**Details/Description:** Preliminary examination topics: Cognitive-Affective Bases of Behavior, Biological Bases of Behavior, Social Bases of Behavior, Individual Bases of Behavior  
Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.  
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas  
**Implementation Plan (timeline):** Review October  
**Responsible Individual(s):**

**Findings for Preliminary Examinations**

**Summary of Findings:** 86% of students received a rating of 2.0 or above in areas assessed  
**Results:** Target Achievement: Met  
**Recommendations:**  
**Reflections/Notes:** Met Goal. One student did not meet MLA for one area assessed.
Competency 2: Demonstrates knowledge of evidence-based practices for emotional and behavioral domains.

**Measure:** 1st Year Practicum Evaluation

**Details/Description:** 1st Year Practicum Evaluation Items 4a, 4b, 4d, and 4e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings** for 1st Year Practicum Evaluation

**Summary of Findings:** 100% of students received an overall rating of 2.0 or above for each competency area

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

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**Measure:** 2nd Year Practicum Evaluation

**Details/Description:** 2nd Year Practicum Evaluation items 4a, 4b, 4d, 4e, 5g, 6b, and 6i

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings** for 2nd Year Practicum Evaluation

**Summary of Findings:** 100% of students received an overall rating of 2.0 or above for each competency area

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)
### Measure: Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale ( Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

**Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

#### Findings for Annual Performance Evaluation

<table>
<thead>
<tr>
<th>Summary of Findings</th>
<th>Details</th>
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<tbody>
<tr>
<td>96% of students rated Basic/Meets Expectations or above</td>
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**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

### Measure: Internship Final Evaluation

**Direct - Other**

**Details/Description:** Internship final evaluation items 4a, 4b, 4e, 5g, 6a, 6b, and 6i

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

#### Findings for Internship Final Evaluation

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<th>Summary of Findings</th>
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<tbody>
<tr>
<td>100% of students received an average overall rating of 2.0 or above for each of the rated domains</td>
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</tbody>
</table>

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal.

### Measure: Preliminary Examinations

**Direct - Exam**

**Details/Description:** Preliminary examination topics: Cognitive-Affective Bases of Behavior, Biological Bases of Behavior, Social Bases of Behavior, Individual Bases of Behavior
Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed. Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

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### Findings for Preliminary Examinations

**Summary of Findings:** 86% of students received a rating of 2.0 or above in areas assessed

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:** Met Goal. One student did not meet MLA for one area assessed.

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#### Competency 3: Demonstrates knowledge of intervention implementation and monitoring practices.

**Measure:** 1st Year Practicum Evaluation

**Details/Description:** 1st Year Practicum Evaluation Items 3f, 3g, 4g, and 4h

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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### Findings for 1st Year Practicum Evaluation

**Summary of Findings:** 100% of students received an overall rating of 2.0 or above for each competency area

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

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**Measure:** 2nd Year Practicum Evaluation

**Details/Description:** 2nd Year Practicum Evaluation items 3g, 3h, 3j, 4f, 4g, 4i, and 4m

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional
option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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### Findings for 2nd Year Practicum Evaluation

**Summary of Findings:** 100% of students received an overall rating of 2.0 or above for each competency area
**Results:** Target Achievement: Exceeded
**Recommendations:**

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### Measure: Annual Performance Evaluation

**Direct - Other**

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**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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### Findings for Annual Performance Evaluation

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above
**Results:** Target Achievement: Exceeded
**Recommendations:**

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### Measure: Internship Final Evaluation

**Direct - Other**

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**Details/Description:** Internship final evaluation items 3h, 3j, and 4m

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for Internship Final Evaluation

Summary of Findings: 100% of students received an average overall rating of 2.0 or above for each of the rated domains
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal.

Measure: Preliminary Examinations
Direct - Exam

Details/Description: Preliminary examination topics: Cognitive-Affective Bases of Behavior, Biological Bases of Behavior, Social Bases of Behavior, Individual Bases of Behavior

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

Implementation Plan (timeline): Review October
Responsible Individual(s):

Findings for Preliminary Examinations

Summary of Findings: 86% of students received a rating of 2.0 or above in areas assessed
Results: Target Achievement: Met
Recommendations:
Reflections/Notes: Met Goal. One student did not meet MLA for one area assessed.

2.2 Develop, implement, and assess effectiveness of intervention plans

Students will develop, implement, and assess effectiveness of intervention plans to address academic, behavioral, or emotional needs of clients.

Competency 1:
Develop comprehensive intervention plans

Demonstrates the ability to develop comprehensive intervention plans to address client need.

Measure: 1st Year Practicum Evaluation
Direct - Other

Details/Description: 1st Year Practicum Evaluation Items 3e, 4f, and 7b

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Findings for 1st Year Practicum Evaluation

Summary of Findings: 100% of students received an overall rating of 2.0 or above for each competency area
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 3g, 4f, 4j, 5f, 5h, 6d, 7g, and 8d
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Findings for 2nd Year Practicum Evaluation

Summary of Findings: 100% of students received an overall rating of 2.0 or above for each competency area
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).
Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator
Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July
Responsible Individual(s):
Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

Measure: Internship Final Evaluation
Direct - Other

Details/Description: Internship final evaluation items 3g, 4d, 4f, 4j, 4k, 5h, 6d, and 7g
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Findings for Internship Final Evaluation

Summary of Findings: 100% of students received an average overall rating of 2.0 or above for each of the rated domains
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal.

Competency 2: Support educators, families, and other professionals

Demonstrates the ability to support educators, families, and other professionals during intervention implementation.

Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 3i, 4h, and 4l
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Findings for 2nd Year Practicum Evaluation
Summary of Findings: 100% of students received an overall rating of 2.0 or above for each competency area

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Responsible Individual(s):

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

Measure: Internship Final Evaluation
Direct - Other

Details/Description: Internship final evaluation items 3i, 4g, 4h, 4i, and 6e

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for Internship Final Evaluation

Summary of Findings: 100% of students received an average overall rating of 2.0 or above for each of the rated domains

Results: Target Achievement: Exceeded

Recommendations: 
**Competency 3: Monitor the implementation and effectiveness of interventions**

Demonstrates the ability to monitor the implementation and effectiveness of interventions, and make adjustments as necessary.

**Measure:** 1st Year Practicum Evaluation

**Details/Description:** 1st Year Practicum Evaluation Items 3g and 4h

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for 1st Year Practicum Evaluation**

**Summary of Findings:** 100% of students received an overall rating of 2.0 or above for each competency area

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

**Measure:** 2nd Year Practicum Evaluation

**Details/Description:** 2nd Year Practicum Evaluation items 3j, 4l, 4m, and 6f

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for 2nd Year Practicum Evaluation**

**Summary of Findings:** 100% of students received an overall rating of 2.0 or above for each competency area

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year
in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Findings for Annual Performance Evaluation**

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :** Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

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

**Details/Description:** Internship final evaluation items 3j, 4i, 4m, and 6f

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for Internship Final Evaluation**

**Summary of Findings:** 100% of students received an average overall rating of 2.0 or above for each of the rated domains

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :** Met MLA and Goal.
Competency 4: Implement an intervention plan

Demonstrates the ability to implement an intervention plan to address client needs.

▼ Measure: 1st Year Practicum Evaluation
Direct - Other

Details/Description: 1st Year Practicum Evaluation Items 3f and 4g

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for 1st Year Practicum Evaluation

Summary of Findings: 100% of students received an overall rating of 2.0 or above for each competency area

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

▼ Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 3h, 4g, 4k, and 6e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for 2nd Year Practicum Evaluation

Summary of Findings: 100% of students received an overall rating of 2.0 or above for each competency area

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)
Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Responsible Individual(s):

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

Measure: Internship Final Evaluation
Direct - Other

Details/Description: Internship final evaluation items 3h, 4g, 4k, and 6e
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for Internship Final Evaluation

Summary of Findings: 100% of students received an average overall rating of 2.0 or above for each of the rated domains
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal.

3.1 Demonstrate appropriate communication skills
Students will demonstrate appropriate communication, interviewing, and listening skills when consulting with educators, school administrators, family members, and other professionals.
Competency 1: Prepare written reports
Demonstrates the ability to prepare written reports that are accurate and understandable for intended audience.

**Measure:** 1st Year Practicum Evaluation
Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Item 2f
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for 1st Year Practicum Evaluation**

**Summary of Findings:** 100% of students received an overall rating of 2.0 or above for each competency area

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

---

**Measure:** 2nd Year Practicum Evaluation
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 2k and 2l
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for 2nd Year Practicum Evaluation**

**Summary of Findings:** 100% of students received an overall rating of 2.0 or above for each competency area

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)
Measure: Annual Performance Evaluation

Details/Description: Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Responsible Individual(s):

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

Measure: Internship Final Evaluation

Details/Description: Internship final evaluation items 2k and 2l

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for Internship Final Evaluation

Summary of Findings: 100% of students received an average overall rating of 2.0 or above for each of the rated domains

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal.

Competency 2: Express oneself clearly

Measure: 1st Year Practicum Evaluation

Details/Description: 1st Year Practicum Evaluation Items 2c, 2g, and 6b
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Measure:** 2nd Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 2g and 2m

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

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**Measure:** Annual Performance Evaluation

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**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator  
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator  

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July  

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

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<td><strong>Reflections/Notes:</strong> Met MLA and Goal.</td>
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</table>

### 3.2 Apply consultative theories and strategies

**Students will demonstrate application of consultative theories and strategies to individual, group, or systems issues.**

<table>
<thead>
<tr>
<th>Competency 1: Describe consultation theories and processes</th>
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<tr>
<td>Demonstrates the ability to comprehensively describe consultation theories and processes.</td>
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<th>Measure: Annual Performance Evaluation</th>
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| Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished). |

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**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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### Findings for Annual Performance Evaluation

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

---

**Measure:** Preliminary Examinations

**Direct - Exam**

**Details/Description:** Preliminary examination topic: School psychology specialty

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.

Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

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### Findings for Preliminary Examinations

**Summary of Findings:** 86% of students received a rating of 2.0 or above in areas assessed

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:** Met Goal. One student did not meet MLA for one area assessed.

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### Competency 2: Apply consultation processes and strategies

Demonstrates the ability to apply consultation processes and strategies to address the needs of individual students or groups of students.

**Measure:** 1st Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Item 2b

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July
Responsible Individual(s):

Findings for 1st Year Practicum Evaluation

Summary of Findings: 100% of students received an overall rating of 2.0 or above for each competency area
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 2d, 2e, and 2f
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Findings for 2nd Year Practicum Evaluation

Summary of Findings: 100% of students received an overall rating of 2.0 or above for each competency area
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicaters rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).
Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator
Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July
Responsible Individual(s):

Findings for Annual Performance Evaluation
Summary of Findings: 96% of students rated Basic/Meets Expectations or above
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

Measure: Internship Final Evaluation
Direct - Other

Details/Description: Internship final evaluation items 2d, 2e, and 2f
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Findings for Internship Final Evaluation

Summary of Findings: 100% of students received an average overall rating of 2.0 or above for each of the rated domains
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal.

Competency 3: Work collaboratively
Demonstrates the ability to work collaboratively with educators, school administrators, other professionals, and families.

Measure: 1st Year Practicum Evaluation
Direct - Other

Details/Description: 1st Year Practicum Evaluation Items 2a and 2b
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Findings for 1st Year Practicum Evaluation

Summary of Findings: 100% of students received an overall rating of 2.0 or above for each
competency area

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

---

**Measure:** 2nd Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 2a, 2b, 2c, 2d, 5b, 6c, 7d, and 7e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for 2nd Year Practicum Evaluation**

**Summary of Findings:** 100% of students received an overall rating of 2.0 or above for each competency area

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

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**Measure:** Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Findings for Annual Performance Evaluation**

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above

**Results:** Target Achievement: Exceeded

**Recommendations:**
Reflections/Notes: Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

Measure: Internship Final Evaluation
Direct - Other

Details/Description: Internship final evaluation items 2a, 2b, 2c, 5b, 5f, 5e, 6g, 6h, 7d, and 7e
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Findings for Internship Final Evaluation

Summary of Findings: 100% of students received an average overall rating of 2.0 or above for each of the rated domains
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal.

3.3 Conceptualize effective leadership and change strategies
Students will conceptualize effective leadership and change strategies and principles.

Competency 1:
Describe principles of systems-change.
Demonstrates the ability to comprehensively describe principles of systems-change.

Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation item 5e
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Findings for 2nd Year Practicum Evaluation

Summary of Findings: 100% of students received an overall rating of 2.0 or above for each competency area
Results: Target Achievement: Exceeded
Recommendations:

Reflections/Notes: Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Responsible Individual(s):

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above
Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

Measure: Internship Final Evaluation
Direct - Other

Details/Description: Internship final evaluation item 5e
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for Internship Final Evaluation

Summary of Findings: 100% of students received an average overall rating of 2.0 or above for each of the rated domains
Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal
**Measure:** Preliminary Examinations
Direct - Exam

**Details/Description:** Preliminary examination topic: School psychology specialty
Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

**Findings for Preliminary Examinations**

**Summary of Findings:** 86% of students received a rating of 2.0 or above in areas assessed

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:** Met Goal. One student did not meet MLA for one area assessed.

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**Competency 2: Apply principles of systems-change**

Demonstrates the ability to apply principles of systems-change to school building, school district, or other agency consultation.

**Measure:** 1st Year Practicum Evaluation
Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Items 5a, 5b, and 5c
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for 1st Year Practicum Evaluation**

**Summary of Findings:** 100% of students received an overall rating of 2.0 or above for each competency area

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

---

**Measure:** 2nd Year Practicum Evaluation
Direct - Other
**Details/Description:** 2nd Year Practicum Evaluation items 5a, 5b, 5c, 5d, 5e, 5f, 5h, 6c, 6d, 6e, and 6f

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings** for 2nd Year Practicum Evaluation

**Summary of Findings:** 100% of students received an overall rating of 2.0 or above for each competency area

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

---

**Measure:** Annual Performance Evaluation

Direct - Other

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**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

---

**Findings** for Annual Performance Evaluation

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

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**Measure:** Internship Final Evaluation

Direct - Other

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**Details/Description:** Internship final evaluation items 5a, 5b, 5c, 5d, 5e, 5f, and 6c

Completed for 5th year experience by field-based supervisor, two times each semester. Forms
have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings for Internship Final Evaluation**

**Summary of Findings:** 100% of students received an average overall rating of 2.0 or above for each of the rated domains

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal.

---

### 4.1 Demonstrate knowledge and application of various research and evaluation methods and approaches

Students will demonstrate knowledge and application of various research and evaluation methods and approaches.

<table>
<thead>
<tr>
<th>Competency 1: Describe research and evaluation methods</th>
<th>Measure: Annual Performance Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates the ability to comprehensively describe research and evaluation methods.</td>
<td>Direct - Other</td>
</tr>
</tbody>
</table>

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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**Findings for Annual Performance Evaluation**

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

---

| Measure: Preliminary Examinations | Direct - Exam |

**Details/Description:** Preliminary examination topic: Sub-specialty area

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written
examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

### Findings for Preliminary Examinations

**Summary of Findings:** 86% of students received a rating of 2.0 or above in areas assessed

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:** Met Goal. One student did not meet MLA for one area assessed.

### Measure: Research Proficiency Tool

**Direct - Other**

**Details/Description:** Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.

**Target:** Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695
Program Assessment Goal: 85% of students earn a grade of B or higher in the specified courses

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

### Findings for Research Proficiency Tool

**Summary of Findings:** 100% of students earned a grade of B or higher in specified courses

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Results of a newly added research preliminary exam question indicated that 100% of students received a rating of 2.0 or above.

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**Competency 2: Select appropriate research and evaluation methods**

Demonstrates the ability to select appropriate research and evaluation methods.

### Measure: 2nd Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation item 9e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Findings for 2nd Year Practicum Evaluation

Summary of Findings: 100% of students received an overall rating of 2.0 or above for each competency area
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).
Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator
Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July
Responsible Individual(s):

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

Measure: Internship Final Evaluation
Direct - Other

Details/Description: Internship final evaluation item 9e
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Findings for Internship Final Evaluation
Summary of Findings: 100% of students received an average overall rating of 2.0 or above for each of the rated domains

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal.

**Measure:** Research Proficiency Tool

Direct - Other

Details/Description: Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.

Target: Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695 Program Assessment Goal: 85% of students earn a grade of B or higher in the specified courses

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for Research Proficiency Tool

Summary of Findings: 100% of students earned a grade of B or higher in specified courses

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Results of a newly added research preliminary exam question indicated that 100% of students received a rating of 2.0 or above.

4.2 Conceptualize research questions and design research/program evaluation

Students will conceptualize research questions or issues and design and conduct research/program evaluation.

**Competency 1:** Develop and articulate research issues

Demonstrates the ability to develop and articulate research issues or questions.

**Measure:** Annual Performance Evaluation

Direct - Other

Details/Description: Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Responsible Individual(s):

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above

Results: Target Achievement: Exceeded
**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

---

**Measure:** Research Proficiency Tool

**Direct - Other**

**Details/Description:** Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.

**Target:** Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695 Program Assessment Goal: 85% of students earn a grade of B or higher in the specified courses

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings** for Research Proficiency Tool

**Summary of Findings:** 100% of students earned a grade of B or higher in specified courses

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Results of a newly added research preliminary exam question indicated that 100% of students received a rating of 2.0 or above.
#### Measure: Annual Performance Evaluation
Direct - Other

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

**Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Findings for Annual Performance Evaluation**

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

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

**Details/Description:** Internship final evaluation items 9d, 9e, and 9f

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for Internship Final Evaluation**

**Summary of Findings:** 100% of students received an average overall rating of 2.0 or above for each of the rated domains

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal.

#### Measure: Research Proficiency Tool
Direct - Other

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Program Outcomes Assessment
PHD in School Psychology
Details/Description: Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.

Target: Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695

Program Assessment Goal: 85% of students earn a grade of B or higher in the specified courses

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for Research Proficiency Tool

Summary of Findings: 100% of students earned a grade of B or higher in specified courses

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Results of a newly added research preliminary exam question indicated that 100% of students received a rating of 2.0 or above.

4.3 Communicate research/evaluation results

Students will summarize and effectively communicate research/evaluation results to educators, school administrators, family members, and other professionals.

Competency 1: Identify key findings in research results

Demonstrates the ability to identify key findings and practice implications in research and program evaluation results.

Measure: 2nd Year Practicum Evaluation

Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 9a, 9b, and 9c

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for 2nd Year Practicum Evaluation

Summary of Findings: 100% of students received an overall rating of 2.0 or above for each competency area

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: Annual Performance Evaluation

Direct - Other
Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Responsible Individual(s):

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

Measure: Internship Final Evaluation
Direct - Other

Details/Description: Internship final evaluation items 9a, 9b, and 9c

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for Internship Final Evaluation

Summary of Findings: 100% of students received an average overall rating of 2.0 or above for each of the rated domains
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal.

Measure: Research Proficiency Tool
Direct - Other

Details/Description: Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.
**Target:** Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695

Program Assessment Goal: 85% of students earn a grade of B or higher in the specified courses

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings for Research Proficiency Tool**

**Summary of Findings:** 100% of students earned a grade of B or higher in specified courses

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Results of a newly added research preliminary exam question indicated that 100% of students received a rating of 2.0 or above.

---

**Competency 2:**

**Communicate research and/or program evaluation findings**

Demonstrates the ability to communicate research and/or program evaluation findings to educators, school administrators, family members, and other professionals.

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**Measure:** 2nd Year Practicum Evaluation

Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation item 9c

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings for 2nd Year Practicum Evaluation**

**Summary of Findings:** 100% of students received an overall rating of 2.0 or above for each competency area

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

---

**Measure:** Annual Performance Evaluation

Direct - Other

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicaters rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July
Program Outcomes Assessment
PHD in School Psychology

Responsible Individual(s):

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

Measure: Internship Final Evaluation
Direct - Other

Details/Description: Internship final evaluation item 9c
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Findings for Internship Final Evaluation

Summary of Findings: 100% of students received an average overall rating of 2.0 or above for each of the rated domains
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal.

Measure: Research Proficiency Tool
Direct - Other

Details/Description: Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.
Target: Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695
Program Assessment Goal: 85% of students earn a grade of B or higher in the specified courses
Implementation Plan (timeline): Review July
Responsible Individual(s):

Findings for Research Proficiency Tool
**Summary of Findings:** 100% of students earned a grade of B or higher in specified courses

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Results of a newly added research preliminary exam question indicated that 100% of students received a rating of 2.0 or above.

### 5.1 Understand the major professional, legal, and ethical issues

Students will demonstrate an understanding of the major professional, legal, and ethical issues that influence the profession and practice of school psychology in multiple settings.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Measure</th>
<th>Details/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Direct</td>
<td>Demonstrates the ability to comprehensively describe ethical principles and guidelines.</td>
</tr>
</tbody>
</table>

**Measure:** 1st Year Practicum Evaluation

**Direct vs Other:**

**Details/Description:** 1st Year Practicum Evaluation Item 8a

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for 1st Year Practicum Evaluation**

**Summary of Findings:** 100% of students received an overall rating of 2.0 or above for each competency area

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Details/Description</th>
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</thead>
<tbody>
<tr>
<td>2nd Year Practicum Evaluation</td>
<td>2nd Year Practicum Evaluation item 10a</td>
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**Measure:** 2nd Year Practicum Evaluation

**Direct vs Other:**

**Details/Description:** 2nd Year Practicum Evaluation item 10a

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for 2nd Year Practicum Evaluation**
**Summary of Findings**: 100% of students received an overall rating of 2.0 or above for each competency area

**Results**: Target Achievement: Exceeded

**Recommendations**:

**Reflections/Notes**: Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

---

**Measure**: Annual Performance Evaluation

**Direct - Other**

**Details/Description**: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target**: Student Minimum Level of Achievement: Basic rating on overall performance indicator

**Program Assessment Goal**: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline)**: Collect faculty input May, Review and provide feedback July

**Responsible Individual(s)**:

**Findings** for Annual Performance Evaluation

**Summary of Findings**: 96% of students rated Basic/Meets Expectations or above

**Results**: Target Achievement: Exceeded

**Recommendations**:

**Reflections/Notes**: Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

---

**Measure**: Internship Final Evaluation

**Direct - Other**

**Details/Description**: Internship final evaluation item 10a

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target**: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal**: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline)**: Review July

**Responsible Individual(s)**:

**Findings** for Internship Final Evaluation

**Summary of Findings**: 100% of students received an average overall rating of 2.0 or above for each of the rated domains

**Results**: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal.

Measure: Preliminary Examinations
Direct - Exam

Details/Description: Preliminary examination topic: School Psychology Specialty
Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed. Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas
Implementation Plan (timeline): Review October
Responsible Individual(s):

Findings for Preliminary Examinations

Summary of Findings: 86% of students received a rating of 2.0 or above in areas assessed
Results: Target Achievement: Met
Recommendations:
Reflections/Notes: Met Goal. One student did not meet MLA for one area assessed.

Competency 2: Define federal and state legal requirements
Demonstrates the ability to comprehensively define federal and state legal requirements related to the practice of school psychology.

Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).
Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator
Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July
Responsible Individual(s):

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.
Measure: Internship Final Evaluation

Details/Description: Internship final evaluation item 10h

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains.

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for Internship Final Evaluation

Summary of Findings: 100% of students received an average overall rating of 2.0 or above for each of the rated domains.

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal.

Measure: Preliminary Examinations

Details/Description: Preliminary examination topic: School Psychology Specialty

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.

Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas.

Implementation Plan (timeline): Review October

Responsible Individual(s):

Findings for Preliminary Examinations

Summary of Findings: 86% of students received a rating of 2.0 or above in areas assessed.

Results: Target Achievement: Met

Recommendations:

Reflections/Notes: Met Goal. One student did not meet MLA for one area assessed.

Competency 3: Describe the historical trends and future issues

Demonstrates the ability to...

Measure: Annual Performance Evaluation

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades...
describe the historical trends and future issues related to the practice of school psychology.

and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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**Findings for Annual Performance Evaluation**

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above
**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

---

** Measure:** Preliminary Examinations
Direct - Exam

**Details/Description:** Preliminary examination topic: School Psychology Specialty

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

---

**Findings for Preliminary Examinations**

**Summary of Findings:** 86% of students received a rating of 2.0 or above in areas assessed
**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:** Met Goal. One student did not meet MLA for one area assessed.

---

**5.2 Engage in practices that are in accordance with professional, legal, and ethical guidelines**

Students will engage in practices that are in accordance with professional, legal, and ethical guidelines.

**Competency 1: Follow ethical and professional principles and guidelines**

**Measure:** 1st Year Practicum Evaluation
Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Items 8a, 8f, 8g, 8h, 8i, and 8j

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds
Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains.

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

---

### Findings for 1st Year Practicum Evaluation

**Summary of Findings:** 100% of students received an overall rating of 2.0 or above for each competency area

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

---

**Measure:** 2nd Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 10a, 10b, 10j, 10k, 10l, 10m, and 10n completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains.

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

---

### Findings for 2nd Year Practicum Evaluation

**Summary of Findings:** 100% of students received an overall rating of 2.0 or above for each competency area

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

---

**Measure:** Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).
**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

---

**Findings for Annual Performance Evaluation**

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

---

**Measure: Internship Final Evaluation**

**Details/Description:** Internship final evaluation items 10a, 10b, 10j, 10k, 10l, 10m, and 10n
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

---

**Findings for Internship Final Evaluation**

**Summary of Findings:** 100% of students received an average overall rating of 2.0 or above for each of the rated domains

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal.

---

**Competency 2: Provide services in a manner consistent with legal requirements**

Demonstrates the ability to provide professional services in a manner consistent with legal requirements.

---

**Measure: 2nd Year Practicum Evaluation**

**Details/Description:** 2nd Year Practicum Evaluation item 10h
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July

Responsible Individual(s):

**Findings** for 2nd Year Practicum Evaluation

**Summary of Findings:** 100% of students received an overall rating of 2.0 or above for each competency area
**Results:** Target Achievement: Exceeded
**Recommendations:**
**Reflections/Notes:** Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).
**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
**Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Findings** for Annual Performance Evaluation

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above
**Results:** Target Achievement: Exceeded
**Recommendations:**
**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

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

**Details/Description:** Internship final evaluation item 10h
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings** for Internship Final Evaluation
Summary of Findings: 100% of students received an average overall rating of 2.0 or above for each of the rated domains
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal.

Competency 3: Engage in self-reflection about one's own professional skills and practice

Measure: 1st Year Practicum Evaluation
Direct - Other

Details/Description: 1st Year Practicum Evaluation Items 8b and 8e
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Findings for 1st Year Practicum Evaluation

Summary of Findings: 100% of students received an overall rating of 2.0 or above for each competency area
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 10c, 10f, and 10g
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Findings for 2nd Year Practicum Evaluation
**Summary of Findings:** 100% of students received an overall rating of 2.0 or above for each competency area

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

**Measure:** Annual Performance Evaluation

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Findings for Annual Performance Evaluation**

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

**Measure:** Internship Final Evaluation

Details/Description: Internship final evaluation items 10c, 10f, and 10g

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for Internship Final Evaluation**

**Summary of Findings:** 100% of students received an average overall rating of 2.0 or above for each of the rated domains

**Results:** Target Achievement: Exceeded

**Recommendations:**
**Reflections/Notes**: Met MLA and Goal.

### Competency 4: Engage in supervision and receive/utilize feedback

Demonstrates the ability to engage in supervision and receive/utilize feedback provided by supervisors and colleagues.

<table>
<thead>
<tr>
<th><strong>Measure</strong>: 1st Year Practicum Evaluation</th>
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<tbody>
<tr>
<td>Direct - Other</td>
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<table>
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<tr>
<th><strong>Details/Description</strong>: 1st Year Practicum Evaluation Items 8c and 8d</th>
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### Measure: 2nd Year Practicum Evaluation

Direct - Other

<table>
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<tr>
<th><strong>Details/Description</strong>: 2nd Year Practicum Evaluation items 10d, 10e, and 10f</th>
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<td><strong>Results</strong>: Target Achievement: Exceeded</td>
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| **Reflections/Notes**: Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year |
in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator  
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Findings for Annual Performance Evaluation**

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above  
**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

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

**Details/Description:** Internship final evaluation items 10d and 10e

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for Internship Final Evaluation**

**Summary of Findings:** 100% of students received an average overall rating of 2.0 or above for each of the rated domains  
**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal.

5.3 Demonstrate knowledge of and responsiveness to diverse backgrounds
Students will demonstrate knowledge of and responsiveness to the racial, ethnic, linguistic, experiential, and/or economic background of those with whom they interact professionally.

### Competency 1: Demonstrates awareness of the importance of background and experience in oneself and others

**Measure:** 1st Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Items 6a and 7c

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

### Findings for 1st Year Practicum Evaluation

**Summary of Findings:** 100% of students received an overall rating of 2.0 or above for each competency area

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

---

**Measure:** 2nd Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 7a and 8a

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

### Findings for 2nd Year Practicum Evaluation

**Summary of Findings:** 100% of students received an overall rating of 2.0 or above for each competency area

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)
**Measure: Annual Performance Evaluation**

**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicaturs rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Findings for Annual Performance Evaluation**

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

---

**Measure: Internship Final Evaluation**

**Direct - Other**

**Details/Description:** Internship final evaluation item 7a

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for Internship Final Evaluation**

**Summary of Findings:** 100% of students received an average overall rating of 2.0 or above for each of the rated domains

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal.

---

**Competency 2: Describe the importance of background and experience**

**Measure: 1st Year Practicum Evaluation**

**Direct - Other**

**Details/Description:**

**Target:**

Program Assessment Goal: 85% of students receive a rating of 3.0 or above for each of the rated domains

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings for 1st Year Practicum Evaluation**

**Summary of Findings:** 98% of students received a rating of 3.0 or above for each of the rated domains

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal.
Experience
Demonstrates the ability to comprehensively describe the importance of background and experience on learning and behavior.

Details/Description: 1st Year Practicum Evaluation Item 7a
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Findings for 1st Year Practicum Evaluation

Summary of Findings: 100% of students received an overall rating of 2.0 or above for each competency area
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 8b and 8c
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Findings for 2nd Year Practicum Evaluation

Summary of Findings: 100% of students received an overall rating of 2.0 or above for each competency area
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: Annual Performance Evaluation
Direct - Other
**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

**Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Findings for Annual Performance Evaluation**

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

---

**Measure: Internship Final Evaluation**

**Direct - Other**

**Details/Description:** Internship final evaluation items 8b and 8c

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for Internship Final Evaluation**

**Summary of Findings:** 100% of students received an average overall rating of 2.0 or above for each of the rated domains

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal.

---

**Measure: Preliminary Examinations**

**Direct - Exam**

**Details/Description:** Preliminary examination topics: Individual Bases of Behavior and School Psychology Specialty

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student's area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of
Competency 3: Consider client background and experience

Demonstrates the ability to consider client background and experience when providing professional services.

Measure: 1st Year Practicum Evaluation
Direct - Other

Details/Description: 1st Year Practicum Evaluation Item 7c
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Findings for 1st Year Practicum Evaluation

Summary of Findings: 100% of students received an overall rating of 2.0 or above for each competency area

Results: Target Achievement: Exceeded

Recommendations: 

Reflections/Notes: Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 7e, 7f, 7g, and 8e
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for
each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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### Findings for 2nd Year Practicum Evaluation

**Summary of Findings:** 100% of students received an overall rating of 2.0 or above for each competency area

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

---

**Measure:** Annual Performance Evaluation

Direct - Other

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**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

**Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

---

### Findings for Annual Performance Evaluation

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

---

**Measure:** Internship Final Evaluation

Direct - Other

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**Details/Description:** Internship final evaluation item 8e

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**
Findings for Internship Final Evaluation

Summary of Findings: 100% of students received an average overall rating of 2.0 or above for each of the rated domains
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal.

5.4 Establish and maintain rapport with clients and families
Students will demonstrate the ability to establish and maintain rapport with clients and families for the purpose of providing individually and culturally relevant services.

Measure: 1st Year Practicum Evaluation
Direct - Other

Details/Description: 1st Year Practicum Evaluation Items 2b, 2e, 6b, 7b, and 7c
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Findings for 1st Year Practicum Evaluation

Summary of Findings: 100% of students received an overall rating of 2.0 or above for each competency area
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 2d, 2j, 7b, 7c, and 8e
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Findings for 2nd Year Practicum Evaluation

Summary of Findings: 100% of students received an overall rating of 2.0 or above for each competency area
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).
Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator
Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Findings for Annual Performance Evaluation

Summary of Findings: 96% of students rated Basic/Meets Expectations or above
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes: Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

Measure: Internship Final Evaluation
Direct - Other

Details/Description: Internship final evaluation items 7b and 7c
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.
Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July

Findings for Internship Final Evaluation
Summary of Findings: 100% of students received an average overall rating of 2.0 or above for each of the rated domains

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal.

Measure: 1st Year Practicum Evaluation
Direct - Other

Details/Description: 1st Year Practicum Evaluation Items 2d and 7b

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for 1st Year Practicum Evaluation

Summary of Findings: 100% of students received an overall rating of 2.0 or above for each competency area

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 2h, 8d, 8f, and 8g

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for 2nd Year Practicum Evaluation

Summary of Findings: 100% of students received an overall rating of 2.0 or above for each
competency area

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Area rated as No Basis to Evaluate (NB) related to year in program/coursework sequence and developmental expectations. (See Mean Rating sheet)

---

**Measure:** Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

---

**Findings for Annual Performance Evaluation**

**Summary of Findings:** 96% of students rated Basic/Meets Expectations or above

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

---

**Measure:** Internship Final Evaluation

**Direct - Other**

**Details/Description:** Internship final evaluation items 8d, 8f, 8g, and 8h

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

---

**Findings for Internship Final Evaluation**

**Summary of Findings:** 100% of students received an average overall rating of 2.0 or above for each of the rated domains

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:** Met MLA and Goal.
### 5.5 Students will demonstrate effective strategies for providing supervision and feedback.

<table>
<thead>
<tr>
<th>Competency 1: Utilize effective interpersonal and communicative skills</th>
<th>Measure: Annual Performance Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates the ability to utilize effective interpersonal and communicative skills when providing supervision to individuals and groups.</td>
<td>Direct - Other</td>
</tr>
</tbody>
</table>

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicaters rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Findings for Annual Performance Evaluation**

- **Summary of Findings:** 96% of students rated Basic/Meets Expectations or above
- **Results:** Target Achievement: Exceeded
- **Recommendations:**
- **Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.

<table>
<thead>
<tr>
<th>Competency 2: Identify learning needs, write learning goals, identify instructional strategies, and evaluate learning for supervisees</th>
<th>Measure: Annual Performance Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates the ability to identify learning needs, write learning goals, identify instructional strategies, and evaluate learning for supervisees.</td>
<td>Direct - Other</td>
</tr>
</tbody>
</table>

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicaters rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Findings for Annual Performance Evaluation**

- **Summary of Findings:** 96% of students rated Basic/Meets Expectations or above
- **Results:** Target Achievement: Exceeded
- **Recommendations:**
- **Reflections/Notes:** Met MLA and Goal. Remediation plans were developed for student(s) not earning Basic rating.
### Overall Recommendations

*No text specified*

### Overall Reflection

*No text specified*

### Action Plan

#### Actions

**Action Plan 2013-14**

<table>
<thead>
<tr>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Plan</strong></td>
</tr>
<tr>
<td><strong>Action</strong>: APA Thresholds</td>
</tr>
<tr>
<td><strong>This Action is associated with the following Findings</strong></td>
</tr>
<tr>
<td>No supporting Findings have been linked to this Action.</td>
</tr>
<tr>
<td><strong>Action Details</strong>: Continue to monitor thresholds established by accrediting body, American Psychological Association (APA).</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline)</strong>: January and August</td>
</tr>
<tr>
<td><strong>Key/Responsible Personnel</strong>:</td>
</tr>
<tr>
<td><strong>Measures</strong>: APA Thresholds</td>
</tr>
<tr>
<td><strong>Resource Allocations</strong>: None needed</td>
</tr>
<tr>
<td><strong>Priority</strong>: High</td>
</tr>
</tbody>
</table>

**Action**: Improve preliminary exams

| **This Action is associated with the following Findings** |
| No supporting Findings have been linked to this Action. |
| **Action Details**: Improve preliminary exams by reviewing questions for currency, administering research/statistics questions, and creating test item bank. |
| **Implementation Plan (timeline)**: Completed Summer 2014 in preparation for 2014-15 AY. Results from one year of implementation were positive and met program goal. Continue to monitor. |
| **Key/Responsible Personnel**: |
| **Measures**: Preliminary examination mean ratings and pass rates |
| **Resource Allocations**: None needed |
| **Priority**: Medium |

**Action**: Review and modify content of year 1 coursework
This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

**Action Details:** Monitor year 1 practicum ratings for competency 2.2 to assess impact of modified coursework focused on academic, behavioral, and emotional interventions

**Implementation Plan (timeline):** 2015-16 academic year, review August

**Key/Responsible Personnel:**

**Measures:** Year 1 practicum ratings in Competency 2.2

**Resource Allocations:** None needed

**Priority:** High

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**Action:** Year 3 practicum evaluation

This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

**Action Details:** Utilize newly created year 3 practicum evaluation form to assess student growth and placement opportunities.

**Implementation Plan (timeline):** 2015-16 academic year, review August

**Key/Responsible Personnel:**

**Measures:** SPSY 793 performance evaluation

**Resource Allocations:** None needed

**Priority:** Medium

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**Status Report**

**Action Statuses**

**Action Plan 2013-14**

**Outcome**

**Action Plan**

**Action:** APA Thresholds

**Action Details:** Continue to monitor thresholds established by accrediting body, American Psychological Association (APA).

**Implementation Plan (timeline):** January and August

**Key/Responsible Personnel:**

**Measures:** APA Thresholds

**Resource Allocations:** None needed

**Priority:** High
**Status** for APA Thresholds

*No Status Added*

**Action:** Improve preliminary exams

**Action Details:** Improve preliminary exams by reviewing questions for currency, administering research/statistics questions, and creating test item bank.

**Implementation Plan (timeline):** Completed Summer 2014 in preparation for 2014-15 AY. Results from one year of implementation were positive and met program goal. Continue to monitor.

**Key/Responsible Personnel:**

**Measures:** Preliminary examination mean ratings and pass rates

**Resource Allocations:** None needed

**Priority:** Medium

---

**Status** for Improve preliminary exams

*No Status Added*

**Action:** Review and modify content of year 1 coursework

**Action Details:** Monitor year 1 practicum ratings for competency 2.2 to assess impact of modified coursework focused on academic, behavioral, and emotional interventions

**Implementation Plan (timeline):** 2015-16 academic year, review August

**Key/Responsible Personnel:**

**Measures:** Year 1 practicum ratings in Competency 2.2

**Resource Allocations:** None needed

**Priority:** High

---

**Status** for Review and modify content of year 1 coursework

*No Status Added*

**Action:** Year 3 practicum evaluation

**Action Details:** Utilize newly created year 3 practicum evaluation form to assess student growth and placement opportunities.

**Implementation Plan (timeline):** 2015-16 academic year, review August

**Key/Responsible Personnel:**

**Measures:** SPSY 793 performance evaluation

**Resource Allocations:** None needed
**Priority:** Medium

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**Status for Year 3 practicum evaluation**

No Status Added

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**Status Summary**

No text specified

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**Summary of Next Steps**

No text specified
2015-2016 Assessment Cycle

Assessment Plan

Outcomes and Measures

PhD in School Psychology

1.1 Understand basic measurement concepts and psychometric issues
Students will demonstrate understanding of basic measurement concepts and psychometric issues as they apply to assessment practices.

Competency 1: Evaluate assessment instruments
Demonstrates the ability to critically evaluate the normative and psychometric properties of assessment instruments.

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

  **Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

  **Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

  **Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator

  **Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

  **Responsible Individual(s):**

Competency 2: Select assessment instruments
Demonstrates the ability to appropriately select assessment instruments based on measurement and psychometric properties.

- **Measure:** 1st Year Practicum Evaluation
  - Direct - Other

  **Details/Description:** 1st Year Practicum Evaluation Items 1b

  Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

  **Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

  **Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

  **Implementation Plan (timeline):** Review July

  **Responsible Individual(s):**

- **Measure:** 2nd Year Practicum Evaluation
  - Direct - Other

  **Details/Description:** 2nd Year Practicum Evaluation item 1d

  Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional
option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

----------

**Measure:** Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

----------

**Measure:** Internship Final Evaluation

**Direct - Other**

**Details/Description:** Internship final evaluation items 1c and 1d

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Measure:** Preliminary Examinations

**Direct - Exam**

**Details/Description:** Preliminary examination topic: School Psychology Specialty

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

1.2 **Identify areas of strength and need and monitor progress**

Students will demonstrate the ability to use a variety of assessment procedures to identify areas of strength and need and to monitor progress.
**Competency 1: Identify referral concerns**

Demonstrates the ability to identify referral concern(s) and purpose of the evaluation.

<table>
<thead>
<tr>
<th>Measure: 1st Year Practicum Evaluation</th>
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<td>Details/Description: 1st Year Practicum Evaluation Items 1a and 1b</td>
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Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** Preliminary Examinations
Direct - Exam

**Details/Description:** Preliminary examination topic: School Psychology Specialty

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

**Competency 2: Conduct comprehensive interviews**

Demonstrates the ability to conduct comprehensive interviews with clients, families, and other professionals.

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Competency 3: Conduct observations and record review**

Demonstrates the ability to identify areas of strength and need via observations and record review.

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Competency 4: Administer standardized assessment**

**Measure:** 1st Year Practicum Evaluation
Direct - Other
**Details/Description:** 1st Year Practicum Evaluation Items 1c and 1d

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Measure:** 2nd Year Practicum Evaluation

**Details/Description:** 2nd Year Practicum Evaluation items 1e, 1f, and 1g

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

---

**Measure:** Annual Performance Evaluation

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

---

**Measure:** Internship Final Evaluation

**Details/Description:** Internship final evaluation items 1e, 1f, and 1g

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July
Competency 5: Conduct comprehensive evaluations

Demonstrates the ability to conduct comprehensive evaluations to address presenting client concerns.

**Measure: 1st Year Practicum Evaluation**

*Direct - Other*

**Details/Description:** 1st Year Practicum Evaluation Items 1e and 8j

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

---

**Measure: 2nd Year Practicum Evaluation**

*Direct - Other*

**Details/Description:** 2nd Year Practicum Evaluation items 1a, 1h, 10i, and 10n

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

---

**Measure: Annual Performance Evaluation**

*Direct - Other*

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

---

**Measure: Internship Final Evaluation**

*Direct - Other*

**Details/Description:** Internship final evaluation items 1a, 1h, 10i, and 10n

Completed for 5th year experience by field-based supervisor, two times each semester. Forms
have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

1.3 Utilize assessment results to facilitate programming and intervention
Students will demonstrate the ability to utilize assessment results to facilitate programming and intervention appropriate to the individual characteristics of the client.

<table>
<thead>
<tr>
<th>Competency 1: Identify strengths and sources of support</th>
<th><strong>Measure:</strong></th>
<th>1st Year Practicum Evaluation</th>
<th>Direct - Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates the ability to interpret evaluation results to identify strengths and sources of support.</td>
<td><strong>Details/Description:</strong></td>
<td>1st Year Practicum Evaluation Items 1e</td>
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Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains | 
**Implementation Plan (timeline):** Review July | 
**Responsible Individual(s):** |

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<td><strong>Details/Description:</strong></td>
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**Implementation Plan (timeline):** | Review July | 
**Responsible Individual(s):** |
**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Measure:** Internship Final Evaluation

**Direct - Other**

**Details/Description:** Internship final evaluation items 1h and 4c
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

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**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Competency 2:** Identify instructional, curricular, and intervention needs

Demonstrates the ability to utilize assessment data to identify instructional, curricular, and intervention needs of client.

**Measure:** 1st Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Items 1e, 3b, and 4c
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

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**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** 2nd Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 1h, 3b, 3k, and 4c
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**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** Annual Performance Evaluation

**Direct - Other**
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**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Measure:** Internship Final Evaluation

Direct - Other

**Details/Description:** Internship final evaluation items 3b and 3k

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Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

**Competency 3: Develop recommendations for clients, school staff and families**

Demonstrates the ability to utilize assessment data to develop recommendations for clients, school staff and families.

**Measure:** 1st Year Practicum Evaluation

Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Item 1e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

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Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July
### Responsible Individual(s):

#### Measure: 2nd Year Practicum Evaluation
- Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 1h, 3f, and 4j

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**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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

**Details/Description:** Internship final evaluation items 3f and 3g

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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### 2.1 Understand prevention and intervention

Students will demonstrate understanding of the theoretical, conceptual, and procedural aspects of prevention and intervention for academic, behavioral, and emotional domains.

**Competency 1:** Demonstrates knowledge of evidence-based

**Measure: 1st Year Practicum Evaluation**
- Direct - Other

---
### 1st Year Practicum Evaluation

**Details/Description:** 1st Year Practicum Evaluation Items 3a, 3b, 3c, 3d, 3e, and 3f

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** 2nd Year Practicum Evaluation

**Details/Description:** 2nd Year Practicum Evaluation items 3a, 3b, 3c, 3d, 3e, 5g, and 6b

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** Annual Performance Evaluation

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale ( Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Measure:** Internship Final Evaluation

**Details/Description:** Internship evaluation items 3a, 3b, 3c, 3d, 3e, 8a, 8b, and 8c

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July
Responsible Individual(s):

**Measure:** Preliminary Examinations
Direct - Exam

**Details/Description:** Preliminary examination topics: Cognitive-Affective Bases of Behavior, Biological Bases of Behavior, Social Bases of Behavior, Individual Bases of Behavior

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student's area of sub-specialty. Written examination evaluated using a rating of Scholarly 4, Comprehensive 3, Adequate 2, Inadequate 1, and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the areas assessed.
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

Responsible Individual(s):

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### Competency 2: Demonstrates knowledge of evidence-based practices for emotional and behavioral domains.

**Measure:** 1st Year Practicum Evaluation
Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Items 4a, 4b, 4d, and 4e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations 3, Meets Expectations 2, or Does Not Meet Expectations 1, with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

Responsible Individual(s):

---

**Measure:** 2nd Year Practicum Evaluation
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 4a, 4b, 4d, 4e, 5g, 6b, and 6i

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations 3, Meets Expectations 2, or Does Not Meet Expectations 1, with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

Responsible Individual(s):

---

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades
and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Measure:** Internship Final Evaluation

**Details/Description:** Internship final evaluation items 4a, 4b, 4e, 5g, 6a, 6b, and 6i

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** Preliminary Examinations

**Details/Description:** Preliminary examination topics: Cognitive-Affective Bases of Behavior, Biological Bases of Behavior, Social Bases of Behavior, Individual Bases of Behavior

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.

Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

**Measure:** 1st Year Practicum Evaluation

**Details/Description:** 1st Year Practicum Evaluation Items 3f, 3g, 4g, and 4h

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**
**Measure:** 2nd Year Practicum Evaluation  
**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 3g, 3h, 3j, 4f, 4g, 4i, and 4m  
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).  
**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator  
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator  
**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July  
**Responsible Individual(s):**

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

**Details/Description:** Internship final evaluation items 3h, 3j, and 4m  
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

**Measure:** Preliminary Examinations  
**Direct - Exam**

**Details/Description:** Preliminary examination topics: Cognitive-Affective Bases of Behavior, Biological Bases of Behavior, Social Bases of Behavior, Individual Bases of Behavior  
Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), or No Basis for Rating.
(1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

### 2.2 Develop, implement, and assess effectiveness of intervention plans
Students will develop, implement, and assess effectiveness of intervention plans to address academic, behavioral, or emotional needs of clients.

#### Competency 1: Develop comprehensive intervention plans
Demonstrates the ability to develop comprehensive intervention plans to address client need.

**Measure:** 1st Year Practicum Evaluation
Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Items 3e, 4f, and 7b
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** 2nd Year Practicum Evaluation
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 3g, 4f, 4j, 5f, 5h, 6d, 7g, and 8d
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July
**Competency 2: Support educators, families, and other professionals**

Demonstrates the ability to support educators, families, and other professionals during intervention implementation.

**Measure: Internship Final Evaluation**

Direct - Other

**Details/Description:** Internship final evaluation items 3g, 4d, 4f, 4j, 4k, 5h, 6d, and 7g

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Measure: 2nd Year Practicum Evaluation**

Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 3i, 4h, and 4l

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

---

**Measure: Annual Performance Evaluation**

Direct - Other

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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**Measure: Internship Final Evaluation**

Direct - Other

**Details/Description:** Internship final evaluation items 3i, 4g, 4h, 4l, and 6e

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets
### Competency 3: Monitor the implementation and effectiveness of interventions

Demonstrates the ability to monitor the implementation and effectiveness of interventions, and make adjustments as necessary.

<table>
<thead>
<tr>
<th>Measure: 1st Year Practicum Evaluation</th>
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<tbody>
<tr>
<td><strong>Details/Description:</strong> 1st Year Practicum Evaluation Items 3g and 4h</td>
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<td><strong>Implementation Plan (timeline):</strong> Collect faculty input May, Review and provide feedback July</td>
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<td><strong>Responsible Individual(s):</strong></td>
</tr>
</tbody>
</table>
### Competency 4: Implement an intervention plan

Demonstrates the ability to implement an intervention plan to address client needs.

#### Measure: Internship Final Evaluation

- **Direct - Other**

  **Details/Description:** Internship final evaluation items 3j, 4i, 4m, and 6f

  Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

  **Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

  Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

  **Implementation Plan (timeline):** Review July

  **Responsible Individual(s):**

#### Measure: 1st Year Practicum Evaluation

- **Direct - Other**

  **Details/Description:** 1st Year Practicum Evaluation Items 3f and 4g

  Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

  **Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

  Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

  **Implementation Plan (timeline):** Review July

  **Responsible Individual(s):**

#### Measure: 2nd Year Practicum Evaluation

- **Direct - Other**

  **Details/Description:** 2nd Year Practicum Evaluation items 3h, 4g, 4k, and 6e

  Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

  **Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

  Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

  **Implementation Plan (timeline):** Review July

  **Responsible Individual(s):**

#### Measure: Annual Performance Evaluation

- **Direct - Other**

  **Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]).
[3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
**Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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<tr>
<td>Direct - Other</td>
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</table>

**Details/Description:** Internship final evaluation items 3h, 4g, 4k, and 6e

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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### 3.1 Demonstrate appropriate communication skills

Students will demonstrate appropriate communication, interviewing, and listening skills when consulting with educators, school administrators, family members, and other professionals.

<table>
<thead>
<tr>
<th>Competency 1: Prepare written reports</th>
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<tbody>
<tr>
<td>Measure: 1st Year Practicum Evaluation</td>
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<td>Direct - Other</td>
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</tbody>
</table>

**Details/Description:** 1st Year Practicum Evaluation Item 2f

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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<tr>
<td>Direct - Other</td>
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**Details/Description:** 2nd Year Practicum Evaluation items 2k and 2l

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).  
**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator  
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator  
**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July  
**Responsible Individual(s):**

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

**Details/Description:** Internship final evaluation items 2k and 2l  
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

**Competency 2: Express oneself clearly**  
Demonstrates the ability to express oneself clearly, accurately, and in a manner that is understandable for the intended audience.

**Measure:** 1st Year Practicum Evaluation  
Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Items 2c, 2g, and 6b  
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

**Measure:** 2nd Year Practicum Evaluation  
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 2g and 2m  
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum -
completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**↓ Measure:** Annual Performance Evaluation

Direct - Other

**Details/Description:** Annual review of each student's fieldwork evaluations, course grades and input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**↓ Measure:** Internship Final Evaluation

Direct - Other

**Details/Description:** Internship final evaluation items 2g and 2m

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

### 3.2 Apply consultative theories and strategies

Students will demonstrate application of consultative theories and strategies to individual, group, or systems issues.

**Competency 1:** Describe consultation theories and processes

Demonstrates the ability to comprehensively describe consultation theories and processes.

**↓ Measure:** Annual Performance Evaluation

Direct - Other

**Details/Description:** Annual review of each student's fieldwork evaluations, course grades and input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**
**Measure: Preliminary Examinations**  
Direct - Exam

**Details/Description:** Preliminary examination topic: School psychology specialty  
Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed. Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas  
**Implementation Plan (timeline):** Review October  
**Responsible Individual(s):**

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**Competency 2: Apply consultation processes and strategies**

Demonstrates the ability to apply consultation processes and strategies to address the needs of individual students or groups of students.

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**Measure: 1st Year Practicum Evaluation**  
Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Item 2b  
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas. Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

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**Measure: 2nd Year Practicum Evaluation**  
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 2d, 2e, and 2f  
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas. Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3])

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[3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

**Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Measure:** Internship Final Evaluation

**Direct - Other**

**Details/Description:** Internship final evaluation items 2d, 2e, and 2f

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Competency 3: Work collaboratively**

Demonstrates the ability to work collaboratively with educators, school administrators, other professionals, and families.

**Measure:** 1st Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Items 2a and 2b

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** 2nd Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 2a, 2b, 2c, 2d, 5b, 5f, 6g, 6h, 7c, 7d, and 7e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**
### Measure: Annual Performance Evaluation

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

### Measure: Internship Final Evaluation

**Details/Description:** Internship final evaluation items 2a, 2b, 2c, 5b, 5f, 5e, 6g, 6h, 7d, and 7e Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

### 3.3 Conceptualize effective leadership and change strategies

**Students will conceptualize effective leadership and change strategies and principles.**

#### Competency 1: Describe principles of systems-change.

**Measure: 2nd Year Practicum Evaluation**

**Details/Description:** 2nd Year Practicum Evaluation item 5e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor, 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

#### Measure: Annual Performance Evaluation

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on
three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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**Measure:** Internship Final Evaluation

**Direct - Other**

**Details/Description:** Internship final evaluation item 5e

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Measure:** Preliminary Examinations

**Direct - Exam**

**Details/Description:** Preliminary examination topic: School psychology specialty

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.

Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

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**Competency 2: Apply principles of systems-change**

Demonstrates the ability to apply principles of systems-change to school building, school district, or other agency consultation.

**Measure:** 1st Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Items 5a, 5b, and 5c

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**
### Measure: 2nd Year Practicum Evaluation
**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 5a, 5b, 5c, 5d, 5e, 5f, 5h, 6c, 6d, 6e, and 6f

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicaturs rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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

**Details/Description:** Internship final evaluation items 5a, 5b, 5c, 5d, 5e, 5f, and 6c

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

### 4.1 Demonstrate knowledge and application of various research and evaluation methods and approaches

Students will demonstrate knowledge and application of various research and evaluation methods and approaches.

**Competency 1:**
**Describe research and evaluation methods**

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

Demonstrates the ability to
**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicaters rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

**Program Assessment Goal:** 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Measure: Preliminary Examinations**

**Details/Description:** Preliminary examination topic: Sub-specialty area

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.

**Program Assessment Goal:** 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

**Measure: Research Proficiency Tool**

**Details/Description:** Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.

**Target:** Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695

**Program Assessment Goal:** 85% of students earn a grade of B or higher in the specified courses

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Competency 2: Select appropriate research and evaluation methods**

Demonstrates the ability to select appropriate research and evaluation methods.

**Measure: 2nd Year Practicum Evaluation**

**Details/Description:** 2nd Year Practicum Evaluation item 9e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor, 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**
### Measure: Annual Performance Evaluation
**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

**Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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

**Details/Description:** Internship final evaluation item 9e

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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### Measure: Research Proficiency Tool
**Direct - Other**

**Details/Description:** Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.

**Target:** Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695

**Program Assessment Goal:** 85% of students earn a grade of B or higher in the specified courses

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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### 4.2 Conceptualize research questions and design research/program evaluation

Students will conceptualize research questions or issues and design and conduct research/program evaluation.

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**Competency 1: Develop and articulate research issues**

**Demonstrates the ability to develop and articulate research issues or questions.**
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Measure:** Research Proficiency Tool
- Direct - Other

**Details/Description:** Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.

**Target:** Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695

**Program Assessment Goal:** 85% of students earn a grade of B or higher in the specified courses

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Competency 2: Design and conduct research and/or program evaluation**

**Demonstrates the willingness and ability to design and conduct research and/or program evaluation.**

**Measure:** 2nd Year Practicum Evaluation
- Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 9d, 9e, and 9f

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

**Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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

**Details/Description:** Internship final evaluation items 9d, 9e, and 9f
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Measure:** Research Proficiency Tool
Direct - Other

**Details/Description:** Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.

**Target:** Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695
Program Assessment Goal: 85% of students earn a grade of B or higher in the specified courses

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**4.3 Communicate research/evaluation results**

Students will summarize and effectively communicate research/evaluation results to educators, school administrators, family members, and other professionals.

**Competency 1:**
**Identify key findings in research results**

**Measure:** 2nd Year Practicum Evaluation
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 9a, 9b, and 9c
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July
### Responsible Individual(s): 

#### Measure: Internship Final Evaluation

**Direct - Other**

**Details/Description:** Internship final evaluation items 9a, 9b, and 9c

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

#### Measure: Research Proficiency Tool

**Direct - Other**

**Details/Description:** Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.

**Target:** Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695

Program Assessment Goal: 85% of students earn a grade of B or higher in the specified courses

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

### Competency 2:
**Communicate research and/or program evaluation findings**

Demonstrates the ability to communicate research and/or program evaluation findings to educators, school administrators, family members, and other professionals.

#### Measure: 2nd Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation item 9c

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

#### Measure: Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]).
[3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

**Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Measure:** Internship Final Evaluation

**Direct - Other**

**Details/Description:** Internship final evaluation item 9c

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** Research Proficiency Tool

**Direct - Other**

**Details/Description:** Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.

**Target:** Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695

**Program Assessment Goal:** 85% of students earn a grade of B or higher in the specified courses

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

### 5.1 Understand the major professional, legal, and ethical issues

Students will demonstrate an understanding of the major professional, legal, and ethical issues that influence the profession and practice of school psychology in multiple settings.

**Competency 1:**

**Describe ethical principles and guidelines**

Demonstrates the ability to comprehensively describe ethical principles and guidelines.

**Measure:** 1st Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Item 8a

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**
**Measure:** 2nd Year Practicum Evaluation  
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation item 10a

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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

**Details/Description:** Internship final evaluation item 10a

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Measure:** Preliminary Examinations  
Direct - Exam

**Details/Description:** Preliminary examination topic: School Psychology Specialty

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

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**Competency 2: Define federal and state legal requirements**

Demonstrates the ability to comprehensively define federal and state legal requirements related to the practice of school psychology.

**Measure:** Annual Performance Evaluation

- **Direct - Other**

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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**Measure:** Internship Final Evaluation

- **Direct - Other**

**Details/Description:** Internship final evaluation item 10h

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Measure:** Preliminary Examinations

- **Direct - Exam**

**Details/Description:** Preliminary examination topic: School Psychology Specialty

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student's area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.

Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

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**Competency 3: Describe the historical trends and future issues**

Demonstrates the ability to

**Measure:** Annual Performance Evaluation

- **Direct - Other**

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades
describe the historical trends and future issues related to the practice of school psychology.

and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

**Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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**Measure:** Preliminary Examinations

Direct - Exam

**Details/Description:** Preliminary examination topic: School Psychology Specialty

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.

**Program Assessment Goal:** 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

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### 5.2 Engage in practices that are in accordance with professional, legal, and ethical guidelines

Students will engage in practices that are in accordance with professional, legal, and ethical guidelines.

**Competency 1: Follow ethical and professional principles and guidelines**

Demonstrates the ability to follow ethical and professional principles and guidelines in multiple settings and situations.

**Measure:** 1st Year Practicum Evaluation

Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Items 8a, 8f, 8g, 8h, 8i, and 8j

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Measure:** 2nd Year Practicum Evaluation

Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 10a, 10b, 10j, 10k, 10l, 10m, and 10n

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for
each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** Annual Performance Evaluation

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Measure:** Internship Final Evaluation

**Details/Description:** Internship final evaluation items 10a, 10b, 10j, 10k, 10l, 10m, and 10n

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Competency 2: Provide services in a manner consistent with legal requirements**

Demonstrates the ability to provide professional services in a manner consistent with legal requirements.

**Measure:** 2nd Year Practicum Evaluation

**Details/Description:** 2nd Year Practicum Evaluation item 10h

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** Annual Performance Evaluation

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades
and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).  

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator  
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator  

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July  

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

**Details/Description:** Internship final evaluation item 10h  
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  

**Implementation Plan (timeline):** Review July  

**Competency 3: Engage in self-reflection about one’s own professional skills and practice**  
Demonstrates the ability to engage in self-reflection about one’s own professional skills and practice, identify areas of professional competency, and identify areas in need of continued learning and growth.  

**Measure:** 1st Year Practicum Evaluation  
Direct - Other  

**Details/Description:** 1st Year Practicum Evaluation Items 8b and 8e  
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  

**Implementation Plan (timeline):** Review July  

**Measure:** 2nd Year Practicum Evaluation  
Direct - Other  

**Details/Description:** 2nd Year Practicum Evaluation items 10c, 10f, and 10g  
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  

**Implementation Plan (timeline):** Review July
**Responsible Individual(s):**

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

**Program Assessment Goal:** 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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

**Details/Description:** Internship final evaluation items 10c, 10f, and 10g

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Competency 4: Engage in supervision and receive/utilize feedback**

**Measure:** 1st Year Practicum Evaluation  
Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Items 8c and 8d

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** 2nd Year Practicum Evaluation  
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 10d, 10e, and 10f

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each
semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Measure:** Internship Final Evaluation

**Direct - Other**

**Details/Description:** Internship final evaluation items 10d and 10e

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

5.3 **Demonstrate knowledge of and responsiveness to diverse backgrounds**

Students will demonstrate knowledge of and responsiveness to the racial, ethnic, linguistic, experiential, and/or economic background of those with whom they interact professionally.

**Measure:** 1st Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Items 6a and 7c

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

**Measure:** 2nd Year Practicum Evaluation  
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 7a and 8a  
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).  
**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator  
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator  
**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July  
**Responsible Individual(s):**

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

**Details/Description:** Internship final evaluation item 7a  
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

**Competency 2:** Describe the importance of background and experience  
Demonstrates the ability to comprehensively describe

**Measure:** 1st Year Practicum Evaluation  
Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Item 7a  
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum -
the importance of background and experience on learning and behavior.

Completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

#### Measure: 2nd Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 8b and 8c

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor, 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

#### Measure: Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

#### Measure: Internship Final Evaluation

**Direct - Other**

**Details/Description:** Internship final evaluation items 8b and 8c

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**
## Measure: Preliminary Examinations
**Direct - Exam**

**Details/Description:** Preliminary examination topics: Individual Bases of Behavior and School Psychology Specialty

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed. Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

### Competency 3: Consider client background and experience

Demonstrates the ability to consider client background and experience when providing professional services.

## Measure: 1st Year Practicum Evaluation
**Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Item 7c

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas. Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

## Measure: 2nd Year Practicum Evaluation
**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 7e, 7f, 7g, and 8e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas. Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]).
[3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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

**Details/Description:** Internship final evaluation item 8e
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

### 5.4 Establish and maintain rapport with clients and families

Students will demonstrate the ability to establish and maintain rapport with clients and families for the purpose of providing individually and culturally relevant services.

**Competency 1: Effectively listen and communicate**

**Measure: 1st Year Practicum Evaluation**
**Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Items 2b, 2e, 6b, 7b, and 7c
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure: 2nd Year Practicum Evaluation**
**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 2d, 2j, 7b, 7c, and 8e
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).  
**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator  
**Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator  
**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July  
**Responsible Individual(s):**

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

**Details/Description:** Internship final evaluation items 7b and 7c  
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

**Competency 2: Demonstrates respect and objectivity when working with a range of clients and stakeholders**

**Measure:** 1st Year Practicum Evaluation  
**Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Items 2d and 7b  
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

**Measure:** 2nd Year Practicum Evaluation  
**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 2h, 8d, 8f, and 8g  
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum -
completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Measure:** Annual Performance Evaluation

- Direct
- Other

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Measure:** Internship Final Evaluation

- Direct
- Other

**Details/Description:** Internship final evaluation items 8d, 8f, 8g, and 8h

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

### 5.5 Students will demonstrate effective strategies for providing supervision and feedback.

**Competency 1: Utilize effective interpersonal and communicative skills**

- Demonstrates the ability to utilize effective interpersonal and communicative skills when providing supervision to individuals and groups.

**Measure:** Annual Performance Evaluation

- Direct
- Other

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**
Competency 2: Identify learning needs, write learning goals, identify instructional strategies, and evaluate learning for supervisees

Demonstrates the ability to identify learning needs, write learning goals, identify instructional strategies, and evaluate learning for supervisees.

**Measure:** Annual Performance Evaluation

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicaters rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

**Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

Assessment Findings

Finding per Measure

PhD in School Psychology

1.1 Understand basic measurement concepts and psychometric issues
Students will demonstrate understanding of basic measurement concepts and psychometric issues as they apply to assessment practices.

Competency 1: Evaluate assessment instruments

Demonstrates the ability to critically evaluate the normative and psychometric properties of assessment instruments.

**Measure:** Annual Performance Evaluation

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicaters rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

**Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

Competency 2: Select assessment instruments

Demonstrates the ability to appropriately select assessment instruments based on measurement and psychometric properties.

**Measure:** 1st Year Practicum Evaluation

**Details/Description:** 1st Year Practicum Evaluation Items 1b
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

No Findings Added
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Measure:** 2nd Year Practicum Evaluation  
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation item 1d  
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator  
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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<th>Findings for Annual Performance Evaluation</th>
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<tbody>
<tr>
<td>No Findings Added</td>
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</table>

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

**Details/Description:** Internship final evaluation items 1c and 1d  
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets
Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains.

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings** for Internship Final Evaluation

No Findings Added

---

**Measure:** Preliminary Examinations

Direct - Exam

**Details/Description:** Preliminary examination topic: School Psychology Specialty

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.

Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas.

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

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**Findings** for Preliminary Examinations

No Findings Added

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### 1.2 Identify areas of strength and need and monitor progress

Students will demonstrate the ability to use a variety of assessment procedures to identify areas of strength and need and to monitor progress.

**Competency 1: Identify referral concerns**

Demonstrates the ability to identify referral concern(s) and purpose of the evaluation.

**Measure:** 1st Year Practicum Evaluation

Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Items 1a and 1b

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains.

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings** for 1st Year Practicum Evaluation

No Findings Added
**Measure: 2nd Year Practicum Evaluation**

Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 1b and 1c

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings for 2nd Year Practicum Evaluation**

No Findings Added

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**Measure: Annual Performance Evaluation**

Direct - Other

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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**Findings for Annual Performance Evaluation**

No Findings Added

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**Measure: Internship Final Evaluation**

Direct - Other

**Details/Description:** Internship final evaluation items 1b and 1c

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**
Findings for Internship Final Evaluation

No Findings Added

Measure: Preliminary Examinations
Direct - Exam

Details/Description: Preliminary examination topic: School Psychology Specialty

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed. Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

Implementation Plan (timeline): Review October

Responsible Individual(s):

Findings for Preliminary Examinations

No Findings Added

Competency 2:
Conduct comprehensive interviews

Demonstrates the ability to conduct comprehensive interviews with clients, families, and other professionals.

Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Responsible Individual(s):

Findings for Annual Performance Evaluation

No Findings Added

Competency 3:
Conduct observations and record review

Demonstrates the ability to identify areas of strength and need via observations and record review.

Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July
Competency 4: Administer standardized assessment instruments, measures, and rating scales

Demonstrates the ability to administer and score standardized assessment instruments, measures, and rating scales.

**Measure:** 1st Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Items 1c and 1d

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for 1st Year Practicum Evaluation**

No Findings Added

**Measure:** 2nd Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 1e, 1f, and 1g

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for 2nd Year Practicum Evaluation**

No Findings Added

**Measure:** Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]).
Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Responsible Individual(s):

Findings for Annual Performance Evaluation

No Findings Added

Measure: Internship Final Evaluation
Direct - Other

Details/Description: Internship final evaluation items 1e, 1f, and 1g
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for Internship Final Evaluation

No Findings Added

Measure: 1st Year Practicum Evaluation
Direct - Other

Details/Description: 1st Year Practicum Evaluation Items 1e and 8j
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for 1st Year Practicum Evaluation

No Findings Added

Measure: 2nd Year Practicum Evaluation
Direct - Other
**Program Outcomes Assessment**

**PHD in School Psychology**

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**Details/Description:** 2nd Year Practicum Evaluation items 1a, 1h, 10i, and 10n

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings** for 2nd Year Practicum Evaluation

No Findings Added

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**Measure:** Annual Performance Evaluation

Direct - Other

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

**Program Assessment Goal:** Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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**Findings** for Annual Performance Evaluation

No Findings Added

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**Measure:** Internship Final Evaluation

Direct - Other

**Details/Description:** Internship final evaluation items 1a, 1h, 10i, and 10n

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

**Program Assessment Goal:** 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings** for Internship Final Evaluation

No Findings Added

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### 1.3 Utilize assessment results to facilitate programming and intervention

Students will demonstrate the ability to utilize assessment results to facilitate programming and intervention appropriate to the individual characteristics of the client.

<table>
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<th>Competency 1: Identify strengths and sources of support</th>
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<td><strong>Measure:</strong> 1st Year Practicum Evaluation</td>
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<td>Direct - Other</td>
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**Details/Description:** 1st Year Practicum Evaluation Items 1e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings** for 1st Year Practicum Evaluation

*No Findings Added*

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<table>
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<th>Measure: 2nd Year Practicum Evaluation</th>
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<tbody>
<tr>
<td>Direct - Other</td>
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**Details/Description:** 2nd Year Practicum Evaluation items 1h and 8h

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings** for 2nd Year Practicum Evaluation

*No Findings Added*

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<td>Direct - Other</td>
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**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicaters rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance
**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Findings** for Annual Performance Evaluation

No Findings Added

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

**Details/Description:** Internship final evaluation items 1h and 4c
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings** for Internship Final Evaluation

No Findings Added

**Competency 2:** Identify instructional, curricular, and intervention needs

Demonstrates the ability to utilize assessment data to identify instructional, curricular, and intervention needs of client.

**Measure:** 1st Year Practicum Evaluation  
Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Items 1e, 3b, and 4c
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings** for 1st Year Practicum Evaluation

No Findings Added

**Measure:** 2nd Year Practicum Evaluation  
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 1h, 3b, 3k, and 4c
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings for 2nd Year Practicum Evaluation**

No Findings Added

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**Measure:** Annual Performance Evaluation

Direct - Other

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indications rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

---

**Findings for Annual Performance Evaluation**

No Findings Added

---

**Measure:** Internship Final Evaluation

Direct - Other

**Details/Description:** Internship final evaluation items 3b and 3k

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

---

**Findings for Internship Final Evaluation**

No Findings Added
**Measure:** Preliminary Examinations  
Direct - Exam

**Details/Description:** Preliminary examination topic: School Psychology Specialty  
Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed. Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas  
**Implementation Plan (timeline):** Review October  
**Responsible Individual(s):**

**Findings for Preliminary Examinations**

No Findings Added

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**Competency 3: Develop recommendations for clients, school staff and families**

**Measure:** 1st Year Practicum Evaluation  
Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Item 1e  
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas. Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

**Findings for 1st Year Practicum Evaluation**

No Findings Added

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**Measure:** 2nd Year Practicum Evaluation  
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 1h, 3f, and 4j  
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas. Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**
### Findings for 2nd Year Practicum Evaluation

**No Findings Added**

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

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

#### Findings for Annual Performance Evaluation

**No Findings Added**

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

**Details/Description:** Internship final evaluation items 3f and 3g

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas. Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

#### Findings for Internship Final Evaluation

**No Findings Added**

### 2.1 Understand prevention and intervention

Students will demonstrate understanding of the theoretical, conceptual, and procedural aspects of prevention and intervention for academic, behavioral, and emotional domains.

#### Competency 1: Demonstrates knowledge of evidence-based practices for academic domains.

#### Measure: 1st Year Practicum Evaluation
**Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Items 3a, 3b, 3c, 3d, and 3e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds
Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings** for 1st Year Practicum Evaluation

No Findings Added

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**Measure:** 2nd Year Practicum Evaluation

**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 3a, 3b, 3c, 3d, 3e, 5g, and 6b

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings** for 2nd Year Practicum Evaluation

No Findings Added

---

**Measure:** Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

---

**Findings** for Annual Performance Evaluation

No Findings Added

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**Measure:** Internship Final Evaluation

**Direct - Other**
**Details/Description:** Internship final evaluation items 3a, 3b, 3c, 3d, 3e, 8a, 8b, and 8c

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings** for Internship Final Evaluation

*No Findings Added*

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**Measure:** Preliminary Examinations

Direct - Exam

**Details/Description:** Preliminary examination topics: Cognitive-Affective Bases of Behavior, Biological Bases of Behavior, Social Bases of Behavior, Individual Bases of Behavior

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.

Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

---

**Findings** for Preliminary Examinations

*No Findings Added*

---

**Measure:** 1st Year Practicum Evaluation

Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Items 4a, 4b, 4d, and 4e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

---

**Findings** for 1st Year Practicum Evaluation
No Findings Added

**Measure:** 2nd Year Practicum Evaluation  
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 4a, 4b, 4d, 4e, 5g, 6b, and 6i  
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor, 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

---

**Findings for 2nd Year Practicum Evaluation**

No Findings Added

---

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

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator  
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

---

**Findings for Annual Performance Evaluation**

No Findings Added

---

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

**Details/Description:** Internship final evaluation items 4a, 4b, 4e, 5g, 6a, 6b, and 6i  
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**
**Findings for Internship Final Evaluation**

*No Findings Added*

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<td>Direct - Exam</td>
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<td><strong>Findings for Preliminary Examinations</strong></td>
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<tr>
<td><em>No Findings Added</em></td>
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**Competency 3: Demonstrates knowledge of intervention implementation and monitoring practices.**

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</tr>
<tr>
<td><strong>Details/Description:</strong> 1st Year Practicum Evaluation Items 3f, 3g, 3h, 4g, and 4h</td>
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<td>Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.</td>
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<td><strong>Findings for 1st Year Practicum Evaluation</strong></td>
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<tr>
<td><em>No Findings Added</em></td>
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<tr>
<td>Direct - Other</td>
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<tr>
<td><strong>Details/Description:</strong> 2nd Year Practicum Evaluation items 3g, 3h, 3j, 4f, 4g, 4i, and 4m</td>
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<td>Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional</td>
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option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings** for 2nd Year Practicum Evaluation

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**Measures:**

1. **Measure:** Annual Performance Evaluation
   - Direct - Other

   **Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

   **Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

   Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

   **Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

   **Responsible Individual(s):**

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   **Findings** for Annual Performance Evaluation

   ---

2. **Measure:** Internship Final Evaluation
   - Direct - Other

   **Details/Description:** Internship final evaluation items 3h, 3j, and 4m

   Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

   **Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

   Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

   **Implementation Plan (timeline):** Review July

   **Responsible Individual(s):**

   ---

   **Findings** for Internship Final Evaluation

   ---

3. **Measure:** Preliminary Examinations
   - Direct - Exam

   **Details/Description:** Preliminary examination topics: Cognitive-Affective Bases of Behavior,
2.2 Develop, implement, and assess effectiveness of intervention plans
Students will develop, implement, and assess effectiveness of intervention plans to address academic, behavioral, or emotional needs of clients.

Competency 1: Develop comprehensive intervention plans
Demonstrates the ability to develop comprehensive intervention plans to address client need.

Measure: 1st Year Practicum Evaluation
Direct - Other

Details/Description: 1st Year Practicum Evaluation Items 3e, 4f, and 7b
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):

Findings for 1st Year Practicum Evaluation
No Findings Added

Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 3g, 4f, 4j, 5f, 5h, 6d, 7g, and 8d
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains
Implementation Plan (timeline): Review July
Responsible Individual(s):
Findings for 2nd Year Practicum Evaluation

No Findings Added

Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Findings for Annual Performance Evaluation

No Findings Added

Measure: Internship Final Evaluation
Direct - Other

Details/Description: Internship final evaluation items 3g, 4d, 4f, 4j, 4k, 5h, 6d, and 7g
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Findings for Internship Final Evaluation

No Findings Added

Competency 2: Support educators, families, and other professionals
Demonstrates the ability to support educators, families, and other professionals during intervention implementation.

Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 3i, 4h, and 4l
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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<tr>
<th>Findings for 2nd Year Practicum Evaluation</th>
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</table>

*No Findings Added*

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).  

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator  
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator  

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July  

**Responsible Individual(s):**

<table>
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<tr>
<th>Findings for Annual Performance Evaluation</th>
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</thead>
</table>

*No Findings Added*

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

**Details/Description:** Internship final evaluation items 3i, 4g, 4h, 4i, and 6e  
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  

**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

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<tr>
<th>Findings for Internship Final Evaluation</th>
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</thead>
</table>

*No Findings Added*

**Competency 3: Monitor the implementation and effectiveness of interventions**  
Demonstrates the ability to monitor the  

**Measure:** 1st Year Practicum Evaluation  
**Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Items 3g and 4h
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s): 

Findings for 1st Year Practicum Evaluation

No Findings Added

Measure: 2nd Year Practicum Evaluation

Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 3j, 4i, 4m, and 6f

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s): 

Findings for 2nd Year Practicum Evaluation

No Findings Added

Measure: Annual Performance Evaluation

Direct - Other

Details/Description: Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Responsible Individual(s): 

Findings for Annual Performance Evaluation

No Findings Added
**Measure: Internship Final Evaluation**

**Direct - Other**

**Details/Description:** Internship final evaluation items 3j, 4i, 4m, and 6f

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings for Internship Final Evaluation**

*No Findings Added*

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**Competency 4: Implement an intervention plan**

Demonstrates the ability to implement an intervention plan to address client needs.

**Measure: 1st Year Practicum Evaluation**

**Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Items 3f and 4g

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor, 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings for 1st Year Practicum Evaluation**

*No Findings Added*

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**Measure: 2nd Year Practicum Evaluation**

**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 3h, 4g, 4k, and 6e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**
**Findings for 2nd Year Practicum Evaluation**

*No Findings Added*

**Measure: Annual Performance Evaluation**

Direct - Other

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Findings for Annual Performance Evaluation**

*No Findings Added*

**Measure: Internship Final Evaluation**

Direct - Other

**Details/Description:** Internship final evaluation items 3h, 4g, 4k, and 6e

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Findings for Internship Final Evaluation**

*No Findings Added*

### 3.1 Demonstrate appropriate communication skills

Students will demonstrate appropriate communication, interviewing, and listening skills when consulting with educators, school administrators, family members, and other professionals.

**Competency 1:** Prepare written reports

Demonstrates the ability to prepare written reports that are accurate and understandable for intended audience.

**Measure: 1st Year Practicum Evaluation**

Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Item 2f

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each
semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings** for 1st Year Practicum Evaluation

No Findings Added

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**Measure:** 2nd Year Practicum Evaluation

Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 2k and 2l

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor, 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings** for 2nd Year Practicum Evaluation

No Findings Added

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**Measure:** Annual Performance Evaluation

Direct - Other

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicaters rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Findings** for Annual Performance Evaluation

No Findings Added

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**Measure:** Internship Final Evaluation

Direct - Other
**Details/Description:** Internship final evaluation items 2k and 2l
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings for Internship Final Evaluation**

No Findings Added

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**Competency 2: Express oneself clearly**

**Measure:** 1st Year Practicum Evaluation
Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Items 2c, 2g, and 6b
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings for 1st Year Practicum Evaluation**

No Findings Added

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**Measure:** 2nd Year Practicum Evaluation
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 2g and 2m
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings** for 2nd Year Practicum Evaluation

*No Findings Added*

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator  
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July  
**Responsible Individual(s):**

**Findings** for Annual Performance Evaluation  
*No Findings Added*

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

**Details/Description:** Internship final evaluation items 2g and 2m  
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

**Findings** for Internship Final Evaluation  
*No Findings Added*

### 3.2 Apply consultative theories and strategies

Students will demonstrate application of consultative theories and strategies to individual, group, or systems issues.

**Competency 1:** Describe consultation theories and processes  
Demonstrates the ability to comprehensively describe consultation theories and processes.

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator  
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance
**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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**Findings** for Annual Performance Evaluation

*No Findings Added*

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**Measure:** Preliminary Examinations  
**Direct - Exam**

**Details/Description:** Preliminary examination topic: School psychology specialty

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.

Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

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**Findings** for Preliminary Examinations

*No Findings Added*

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**Competency 2: Apply consultation processes and strategies**

Demonstrates the ability to apply consultation processes and strategies to address the needs of individual students or groups of students.

**Measure:** 1st Year Practicum Evaluation  
**Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Item 2b

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings** for 1st Year Practicum Evaluation

*No Findings Added*

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**Measure:** 2nd Year Practicum Evaluation  
**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 2d, 2e, and 2f

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum -
completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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### Findings for 2nd Year Practicum Evaluation

*No Findings Added*

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**Measure:** Annual Performance Evaluation

Direct - Other

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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### Findings for Annual Performance Evaluation

*No Findings Added*

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### Measure: Internship Final Evaluation

Direct - Other

**Details/Description:** Internship final evaluation items 2d, 2e, and 2f
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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### Findings for Internship Final Evaluation

*No Findings Added*
Competency 3: Work collaboratively
Demonstrates the ability to work collaboratively with educators, school administrators, other professionals, and families.

Measure: 1st Year Practicum Evaluation
Direct - Other

Details/Description: 1st Year Practicum Evaluation Items 2a and 2b
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for 1st Year Practicum Evaluation
No Findings Added

Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 2a, 2b, 2c, 2d, 5b, 5f, 6g, 6h, 7c, 7d, and 7e
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for 2nd Year Practicum Evaluation
No Findings Added

Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Responsible Individual(s):
3.3 Conceptualize effective leadership and change strategies

Students will conceptualize effective leadership and change strategies and principles.

**Competency 1:**
Describe principles of systems-change.

Demonstrates the ability to comprehensively describe principles of systems-change.

**Measure:** 2nd Year Practicum Evaluation
Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation item 5e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for 2nd Year Practicum Evaluation**

No Findings Added

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

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3])

**Findings for Annual Performance Evaluation**

No Findings Added
[3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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**Measure:** Internship Final Evaluation

**Direct - Other**

**Details/Description:** Internship final evaluation item 5e

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Measure:** Preliminary Examinations

**Direct - Exam**

**Details/Description:** Preliminary examination topic: School psychology specialty

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.

Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

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<td><em>No Findings Added</em></td>
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**Competency 2: Apply principles of systems-change**

Demonstrates the ability to

**Measure:** 1st Year Practicum Evaluation

**Direct - Other**

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</table>
**Details/Description:** 1st Year Practicum Evaluation Items 5a, 5b, and 5c

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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### Findings for 1st Year Practicum Evaluation

No Findings Added

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**Measure:** 2nd Year Practicum Evaluation

Direct - Other

**Details/Description:** 2nd Year Practicum Evaluation items 5a, 5b, 5c, 5d, 5e, 5f, 5h, 6c, 6d, 6e, and 6f

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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### Findings for 2nd Year Practicum Evaluation

No Findings Added

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**Measure:** Annual Performance Evaluation

Direct - Other

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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### Findings for Annual Performance Evaluation

No Findings Added
**Measure:** Internship Final Evaluation  
Direct - Other

**Details/Description:** Internship final evaluation items 5a, 5b, 5c, 5d, 5e, 5f, and 6c  
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**  

**Findings** for Internship Final Evaluation  
No Findings Added

### 4.1 Demonstrate knowledge and application of various research and evaluation methods and approaches  
Students will demonstrate knowledge and application of various research and evaluation methods and approaches.

**Competency 1:** Describe research and evaluation methods  
Demonstrates the ability to comprehensively describe research and evaluation methods.

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).  
**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator  
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator  
**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July  
**Responsible Individual(s):**  

**Findings** for Annual Performance Evaluation  
No Findings Added

**Measure:** Preliminary Examinations  
Direct - Exam

**Details/Description:** Preliminary examination topic: Sub-specialty area  
Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.  
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas
### Implementation Plan (timeline): Review October

**Responsible Individual(s):**

<table>
<thead>
<tr>
<th>Findings for Preliminary Examinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Findings Added</td>
</tr>
</tbody>
</table>

#### Details/Description:
Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.

**Target:** Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695 Program Assessment Goal: 85% of students earn a grade of B or higher in the specified courses

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

<table>
<thead>
<tr>
<th>Findings for Research Proficiency Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Findings Added</td>
</tr>
</tbody>
</table>

### Competency 2: Select appropriate research and evaluation methods

Demonstrates the ability to select appropriate research and evaluation methods.

#### Measure: 2nd Year Practicum Evaluation

**Direct - Other**

<table>
<thead>
<tr>
<th>Details/Description: 2nd Year Practicum Evaluation item 9e</th>
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<td>Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.</td>
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**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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</tbody>
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#### Measure: Annual Performance Evaluation

**Direct - Other**

| Details/Description: Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished). |

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**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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**Findings for Annual Performance Evaluation**

_No Findings Added_

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**Measure:** Internship Final Evaluation

Direct - Other

**Details/Description:** Internship final evaluation item 9e

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings for Internship Final Evaluation**

_No Findings Added_

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**Measure:** Research Proficiency Tool

Direct - Other

**Details/Description:** Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.

**Target:** Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695

Program Assessment Goal: 85% of students earn a grade of B or higher in the specified courses

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings for Research Proficiency Tool**

_No Findings Added_

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**4.2 Conceptualize research questions and design research/program evaluation**

Students will conceptualize research questions or issues and design and conduct research/program evaluation.

**Competency 1:** Develop and articulate research issues

**Measure:** Annual Performance Evaluation

Direct - Other
### Details/Description:
Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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<tr>
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</table>

### Measure: Research Proficiency Tool

**Direct - Other**

**Details/Description:** Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.

**Target:** Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695 Program Assessment Goal: 85% of students earn a grade of B or higher in the specified courses

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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<tbody>
<tr>
<td>No Findings Added</td>
</tr>
</tbody>
</table>

### Competency 2: Design and conduct research and/or program evaluation

Demonstrates the willingness and ability to design and conduct research and/or program evaluation.

**Measure: 2nd Year Practicum Evaluation**

**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 9d, 9e, and 9f

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas. Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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<thead>
<tr>
<th>Findings for 2nd Year Practicum Evaluation</th>
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<tr>
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</table>
**Measure:** Annual Performance Evaluation

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicaters rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Findings for Annual Performance Evaluation**

No Findings Added

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**Measure:** Internship Final Evaluation

**Details/Description:** Internship final evaluation items 9d, 9e, and 9f

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for Internship Final Evaluation**

No Findings Added

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**Measure:** Research Proficiency Tool

**Details/Description:** Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.

**Target:** Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695

Program Assessment Goal: 85% of students earn a grade of B or higher in the specified courses

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for Research Proficiency Tool**

No Findings Added
4.3 Communicate research/evaluation results

Students will summarize and effectively communicate research/evaluation results to educators, school administrators, family members, and other professionals.

<table>
<thead>
<tr>
<th>Competency 1: Identify key findings in research results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measure:</strong> 2nd Year Practicum Evaluation</td>
</tr>
<tr>
<td>Direct - Other</td>
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<tr>
<td><strong>Details/Description:</strong> 2nd Year Practicum Evaluation items 9a, 9b, and 9c</td>
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<td><strong>Responsible Individual(s):</strong></td>
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<td><strong>Findings for 2nd Year Practicum Evaluation</strong></td>
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<td><strong>Details/Description:</strong> Internship final evaluation items 9a, 9b, and 9c</td>
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</tbody>
</table>
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**

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**Findings for Internship Final Evaluation**

*No Findings Added*

**Measure:** Research Proficiency Tool  
**Direct - Other**

**Details/Description:** Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.  
**Target:** Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695  
Program Assessment Goal: 85% of students earn a grade of B or higher in the specified courses  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**  

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**Findings for Research Proficiency Tool**

*No Findings Added*

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**Competency 2:** Communicate research and/or program evaluation findings  
**Measure:** 2nd Year Practicum Evaluation  
**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation item 9c  
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  
**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  
**Implementation Plan (timeline):** Review July  
**Responsible Individual(s):**  

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**Findings for 2nd Year Practicum Evaluation**

*No Findings Added*

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).
**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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**Findings for Annual Performance Evaluation**

*No Findings Added*

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

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**Details/Description:** Internship final evaluation item 9c
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings for Internship Final Evaluation**

*No Findings Added*

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**Measure:** Research Proficiency Tool
Direct - Other

---

**Details/Description:** Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.

**Target:** Student Minimum Level of Achievement: Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695
Program Assessment Goal: 85% of students earn a grade of B or higher in the specified courses

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings for Research Proficiency Tool**

*No Findings Added*

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**5.1 Understand the major professional, legal, and ethical issues**
Students will demonstrate an understanding of the major professional, legal, and ethical issues that influence the profession and practice of school psychology in multiple settings.

**Competency 1:** Describe ethical principles and

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**Measure:** 1st Year Practicum Evaluation
Direct - Other
**guidelines**
Demonstrates the ability to comprehensively describe ethical principles and guidelines.

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**Details/Description:** 1st Year Practicum Evaluation Item 8a

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings for 1st Year Practicum Evaluation**

*No Findings Added*

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**Measure:** 2nd Year Practicum Evaluation
Direct - Other

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**Details/Description:** 2nd Year Practicum Evaluation item 10a

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

---

**Findings for 2nd Year Practicum Evaluation**

*No Findings Added*

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

---

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

---

**Findings for Annual Performance Evaluation**

*No Findings Added*
No Findings Added

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

**Details/Description:** Internship final evaluation item 10a
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

---

**Findings** for Internship Final Evaluation

No Findings Added

---

**Measure: Preliminary Examinations**
Direct - Exam

**Details/Description:** Preliminary examination topic: School Psychology Specialty
Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed.
Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

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**Findings** for Preliminary Examinations

No Findings Added

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**Competency 2: Define federal and state legal requirements**

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**
## Findings for Annual Performance Evaluation

No Findings Added

### Measure: Internship Final Evaluation

**Direct - Other**

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**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for Internship Final Evaluation**

No Findings Added

### Measure: Preliminary Examinations

**Direct - Exam**

<table>
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<th>Details/Description: Preliminary examination topic: School Psychology Specialty</th>
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<td>Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.</td>
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**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

**Findings for Preliminary Examinations**

No Findings Added

### Competency 3: Describe the historical trends and future issues

**Measure: Annual Performance Evaluation**

**Direct - Other**

<table>
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<tr>
<th>Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).</th>
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</table>
**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Findings** for Annual Performance Evaluation

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**Measure:** Preliminary Examinations
**Direct:** Exam

**Details/Description:** Preliminary examination topic: School Psychology Specialty
Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed. Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

**Findings** for Preliminary Examinations

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**5.2 Engage in practices that are in accordance with professional, legal, and ethical guidelines**

Students will engage in practices that are in accordance with professional, legal, and ethical guidelines.

**Competency 1: Follow ethical and professional principles and guidelines**

**Measure:** 1st Year Practicum Evaluation
**Direct:** Other

**Details/Description:** 1st Year Practicum Evaluation Items 8a, 8f, 8g, 8h, 8i, and 8j
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings** for 1st Year Practicum Evaluation

---

**Measure:** 2nd Year Practicum Evaluation
**Direct:** Other
**Details/Description:** 2nd Year Practicum Evaluation items 10a, 10b, 10j, 10k, 10l, 10m, and 10n
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings** for 2nd Year Practicum Evaluation

*No Findings Added*

---

**Measure:** Annual Performance Evaluation

**Direct - Other**

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Findings** for Annual Performance Evaluation

*No Findings Added*

---

**Measure:** Internship Final Evaluation

**Direct - Other**

**Details/Description:** Internship final evaluation items 10a, 10b, 10j, 10k, 10l, 10m, and 10n
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings** for Internship Final Evaluation

*No Findings Added*
Competency 2: Provide services in a manner consistent with legal requirements

Demonstrates the ability to provide professional services in a manner consistent with legal requirements.

**Measure:** 2nd Year Practicum Evaluation

Details/Description: 2nd Year Practicum Evaluation item 10h
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for 2nd Year Practicum Evaluation

No Findings Added

**Measure:** Annual Performance Evaluation

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Responsible Individual(s):

Findings for Annual Performance Evaluation

No Findings Added

**Measure:** Internship Final Evaluation

Details/Description: Internship final evaluation item 10h
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):
**Findings** for Internship Final Evaluation

*No Findings Added*

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**Competency 3: Engage in self-reflection about one's own professional skills and practice**

Demonstrates the ability to engage in self-reflection about one's own professional skills and practice, identify areas of professional competency, and identify areas in need of continued learning and growth.

**Measure: 1st Year Practicum Evaluation**

Direct - Other

---

**Details/Description:** 1st Year Practicum Evaluation Items 8b and 8e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings** for 1st Year Practicum Evaluation

*No Findings Added*

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**Measure: 2nd Year Practicum Evaluation**

Direct - Other

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**Details/Description:** 2nd Year Practicum Evaluation items 10c, 10f, and 10g

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings** for 2nd Year Practicum Evaluation

*No Findings Added*

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**Measure: Annual Performance Evaluation**

Direct - Other

---

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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**Findings for Annual Performance Evaluation**

*No Findings Added*

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**Measure:** Internship Final Evaluation

- **Direct - Other**

**Details/Description:** Internship final evaluation items 10c, 10f, and 10g

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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**Findings for Internship Final Evaluation**

*No Findings Added*

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**Competency 4: Engage in supervision and receive/utilize feedback**

Demonstrates the ability to engage in supervision and receive/utilize feedback provided by supervisors and colleagues.

**Measure:** 1st Year Practicum Evaluation

- **Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Items 8c and 8d

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

---

**Findings for 1st Year Practicum Evaluation**

*No Findings Added*

---

**Measure:** 2nd Year Practicum Evaluation

- **Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 10d, 10e, and 10f
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

<table>
<thead>
<tr>
<th>Findings for 2nd Year Practicum Evaluation</th>
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<tbody>
<tr>
<td>No Findings Added</td>
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</tbody>
</table>

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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

**Details/Description:** Internship final evaluation items 10d and 10e
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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<td>No Findings Added</td>
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</table>

**5.3 Demonstrate knowledge of and responsiveness to diverse backgrounds**
Students will demonstrate knowledge of and responsiveness to the racial, ethnic, linguistic, experiential, and/or economic background of those with whom they interact professionally.

<table>
<thead>
<tr>
<th>Competency 1: Demonstrates awareness of the importance of background and experience in oneself and others</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measure:</strong> 1st Year Practicum Evaluation</td>
</tr>
<tr>
<td>Direct - Other</td>
</tr>
<tr>
<td><strong>Details/Description:</strong> 1st Year Practicum Evaluation Items 6a and 7c</td>
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<td>Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.</td>
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<td><strong>Target:</strong> Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.</td>
</tr>
<tr>
<td>Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Review July</td>
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<tr>
<td><strong>Responsible Individual(s):</strong></td>
</tr>
<tr>
<td><strong>Findings for 1st Year Practicum Evaluation</strong></td>
</tr>
<tr>
<td>No Findings Added</td>
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</tbody>
</table>

|_measure: 2nd Year Practicum Evaluation                          |
| Direct - Other                                                 |
| **Details/Description:** 2nd Year Practicum Evaluation items 7a and 8a |
| Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.  |
| **Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.  |
| Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains  |
| **Implementation Plan (timeline):** Review July  |
| **Responsible Individual(s):**  |
| **Findings for 2nd Year Practicum Evaluation** |
| No Findings Added                                               |

| Measure: Annual Performance Evaluation                         |
| Direct - Other                                                 |
| **Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).  |
| **Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator  |
| Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator  |
| **Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July  |
**Competency 2: Describe the importance of background and experience**

Demonstrates the ability to comprehensively describe the importance of background and experience on learning and behavior.

**Measure: 1st Year Practicum Evaluation**

**Direct - Other**

**Details/Description:** 1st Year Practicum Evaluation Item 7a

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings** for 1st Year Practicum Evaluation

No Findings Added

**Measure: 2nd Year Practicum Evaluation**

**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 8b and 8c

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each
semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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<th>for 2nd Year Practicum Evaluation</th>
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<tr>
<td>No Findings Added</td>
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**Measure:** Annual Performance Evaluation

Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicators rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

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</table>

**Measure:** Internship Final Evaluation

Direct - Other

Details/Description: Internship final evaluation items 8b and 8c

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

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<tbody>
<tr>
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</table>

**Measure:** Preliminary Examinations

Direct - Exam
**Details/Description:** Preliminary examination topics: Individual Bases of Behavior and School Psychology Specialty

Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, research area, and student’s area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive 3, Adequate (2), Inadequate (1), and Failure 0. Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of areas assessed. Program Assessment Goal: 85% of students receive a rating of 2.0 or above for each of the areas

**Implementation Plan (timeline):** Review October

**Responsible Individual(s):**

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<th>Findings for Preliminary Examinations</th>
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</table>

**Competency 3: Consider client background and experience**

Demonstrates the ability to consider client background and experience when providing professional services.

**Measure:** 1st Year Practicum Evaluation

*Direct - Other*

**Details/Description:** 1st Year Practicum Evaluation Item 7c

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas. Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

<table>
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<tr>
<th>Findings for 1st Year Practicum Evaluation</th>
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<tbody>
<tr>
<td>No Findings Added</td>
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</tbody>
</table>

**Measure:** 2nd Year Practicum Evaluation

*Direct - Other*

**Details/Description:** 2nd Year Practicum Evaluation items 7e, 7f, 7g, and 8e

Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas. Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

<table>
<thead>
<tr>
<th>Findings for 2nd Year Practicum Evaluation</th>
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</thead>
</table>
No Findings Added

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

**Details/Description:** Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July

**Responsible Individual(s):**

**Findings for Annual Performance Evaluation**
No Findings Added

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

**Details/Description:** Internship final evaluation item 8e
Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July

**Responsible Individual(s):**

**Findings for Internship Final Evaluation**
No Findings Added

5.4 Establish and maintain rapport with clients and families

Students will demonstrate the ability to establish and maintain rapport with clients and families for the purpose of providing individually and culturally relevant services.

**Competency 1:** Effectively listen and communicate

Demonstrates the ability to effectively listen and communicate with a range of clients and stakeholders.

**Measure:** 1st Year Practicum Evaluation
Direct - Other

**Details/Description:** 1st Year Practicum Evaluation Items 2b, 2e, 6b, 7b, and 7c
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July
**Responsible Individual(s):**

**Findings** for 1st Year Practicum Evaluation

*No Findings Added*

**Measure:** 2nd Year Practicum Evaluation
**Direct - Other**

**Details/Description:** 2nd Year Practicum Evaluation items 2d, 2j, 7b, 7c, and 8e
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

**Target:** Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

**Implementation Plan (timeline):** Review July
**Responsible Individual(s):**

**Findings** for 2nd Year Practicum Evaluation

*No Findings Added*

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

**Details/Description:** Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicaters rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

**Target:** Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

**Implementation Plan (timeline):** Collect faculty input May, Review and provide feedback July
**Responsible Individual(s):**

**Findings** for Annual Performance Evaluation

*No Findings Added*

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

**Details/Description:** Internship final evaluation items 7b and 7c
Completed for 5th year experience by field-based supervisor, two times each semester. Forms
Competency 2:
Demonstrates respect and objectivity when working with a range of clients and stakeholders

Measure: 1st Year Practicum Evaluation
Direct - Other

Details/Description: 1st Year Practicum Evaluation Items 2d and 7b
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for 1st Year Practicum Evaluation

No Findings Added

Measure: 2nd Year Practicum Evaluation
Direct - Other

Details/Description: 2nd Year Practicum Evaluation items 2h, 8d, 8f, and 8g
Completed for 1st, 2nd, and 3rd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd and 3rd practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

Target: Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.
Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

Implementation Plan (timeline): Review July

Responsible Individual(s):

Findings for 2nd Year Practicum Evaluation

No Findings Added
5.5 Students will demonstrate effective strategies for providing supervision and feedback.

**Competency 1: Utilize effective interpersonal and communicative skills**

Demonstrates the ability to utilize effective interpersonal and communicative skills when providing supervision to individuals and groups.

**Measure: Annual Performance Evaluation**

Direct - Other

*Details/Description:* Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatures rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

*Target:* Student Minimum Level of Achievement: Basic rating on overall performance indicator

Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

*Implementation Plan (timeline):* Collect faculty input May, Review and provide feedback July

*Responsible Individual(s):*

**Findings** for Annual Performance Evaluation

*No Findings Added*

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**Measure: Internship Final Evaluation**

Direct - Other

*Details/Description:* Internship final evaluation items 8d, 8f, 8g, and 8h

Completed for 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.

*Target:* Student Minimum Level of Achievement: Average rating of 2.0 for each of the competency areas.

Program Assessment Goal: 85% of students receive an average overall rating of 2.0 or above for each of the rated domains

*Implementation Plan (timeline):* Review July

*Responsible Individual(s):*

**Findings** for Internship Final Evaluation

*No Findings Added*
Findings for Annual Performance Evaluation

No Findings Added

Competency 2: Identify learning needs, write learning goals, identify instructional strategies, and evaluate learning for supervisees
Demonstrates the ability to identify learning needs, write learning goals, identify instructional strategies, and evaluate learning for supervisees.

Measure: Annual Performance Evaluation
Direct - Other

Details/Description: Annual review of each student’s (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).

Target: Student Minimum Level of Achievement: Basic rating on overall performance indicator
Program Assessment Goal: Target: 85% of students receive Basic rating on overall performance indicator

Implementation Plan (timeline): Collect faculty input May, Review and provide feedback July

Responsible Individual(s):

Findings for Annual Performance Evaluation

No Findings Added

Overall Recommendations

No text specified

Overall Reflection

No text specified

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. PhD in School Psychology (Curriculum Map)
B. Archive 7_Feb 2010 Attrition Response Letter (Adobe Acrobat Document)
D. School_Psychology_APA2013_AppendigesG.H.I.J.K.0.pdf (Adobe Acrobat Document)
E. Archive 1_APA Report 2008 (Adobe Acrobat Document)
F. Archive 2_Sep 2009 Response Letter (Adobe Acrobat Document)
G. Archive 3_Sep 2009 Revised Table 4 (Adobe Acrobat Document)
H. Archive 4_Sep 2009 Revised Table 6 (Adobe Acrobat Document)
I. Archive 5_Sep 2009 Revised Table 8 (Adobe Acrobat Document)
J. Archive 6_Sep 2009 Revised Table 10 Attrition (Adobe Acrobat Document)
February 28, 2008

Lloyd W. Benjamin, III, Ph.D.
President
Indiana State University
Office of the President
Conduit House
Terre Haute, IN 47809

Dear President Benjamin:

On behalf of the Commission on Accreditation, I wish to express appreciation to you and the staff of the doctoral program in school psychology at Indiana State University for the assistance and cooperation shown to the site visit team representing the Commission when it visited the program on February 13-14, 2008.

In accordance with its operating policy, the Commission Accreditation is forwarding the enclosed report prepared by the site visitors for your comments. Please review the contents of this report to ensure that the facts contained are correct; if the program's interpretation of those facts is different from that of the site visitors, please address and/or provide clarification to the Commission. In addition, you may wish to highlight any aspects of the program which you feel did not receive adequate emphasis in the site visit report, or otherwise invite the Commission's attention to any other appropriate information which you believe documents the program's quality in meeting the Guidelines and Principles for Accredited Programs in Professional Psychology.

In reviewing the enclosed report, please note that in some cases, site visitors might offer solutions to problems or make recommendations regarding a program. While all issues noted in a report are reviewed by the Commission on Accreditation, the site visit report is considered informational and issues noted may or may not be reflected in the final decision of the Commission. Please also remember that the full review of a program includes review of the entire program record and that the final decision of the Commission will reflect the review of a program’s self-study, the preliminary review and the program’s response to the preliminary review, the site visit report and the program’s response to the site visit report, and any additional correspondence relevant to the review process.

Please note that once a final decision has been made, the site visit team will receive a copy of your decision letter to review and, as of January 1, 2008, the site visit team will also receive a copy of your response to this site visit report.

To ensure timely processing of the program’s materials, we would appreciate your comments on the site visit report by March 31, 2008. If you have any questions regarding the report or the status of your program's materials, please feel free to contact me.

750 First Street, NE
Washington, DC 20002-4242
(202) 336-5500
(202) 336-6123 TDD

Web: www.apa.org
Sincerely,

Elizabeth Ott
Office of Program Consultation and Accreditation
Phone: (202) 336-5974 email: eott@apa.org

Enclosure
cc: Bridget Roberts-Pittman, Ph.D., Training Director
Site Visit Report

Training Program and Institution:
   Ph.D. in School Psychology
   Indiana State University (ISU)

Department Chair: Dr. Boyer
   Department of Communication Disorders, and
   Counseling, School, and Educational Psychology

Director of Training: Dr. Roberts-Pittman
   Ph.D. in School Psychology Program

Members of Site Visit Team:
   Chair: Barbara A. Mowder, Ph.D.
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      Professor and Director of Training,
      School Psychology Program
      Fordham University
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      New York, NY 10023
   Member (Generalist): Sharon L. Telleen, Ph.D.
      Research Associate Professor
      University of Illinois at Chicago
      Chicago, IL

Dates of Site Visit: February 13 and 14, 2008

The following report represents the opinions of the Site Visit Team regarding the Indiana State University (ISU) Ph.D. in School Psychology training program as reviewed on February 13-14, 2008. The team appreciates the opportunity to review the ISU doctoral program and thanks all of the ISU administrators, alumnae, faculty, field supervisors, staff, and students who participated in the visit. This report summarizes the findings regarding each of the American Psychological Association’s (APA) Committee on Accreditation’s (CoA) Guidelines and Principles for Accreditation of Programs in Professional Psychology. The report, therefore, provides the findings regarding strengths and deficiencies as well as commenting on notable program model, mission, and/or institutional setting aspects related to each of the Guidelines and Principles domains.
DOMAIN A: Eligibility

A1. Program offers doctoral education and training in professional psychology:

   The Indiana State University (ISU) Ph.D. program in school psychology offers doctoral education and training in professional psychology, including preparation for practice.

A2. Program sponsored by an institution of higher education that is accredited by a nationally recognized regional accrediting body in the U.S.:

   The Ph.D. program in school psychology (The Program) is housed in and sponsored by ISU, an institution of higher educational that is accredited by the North Central Association of Colleges and Schools. In addition, the College of Education, in which the Program is located, is accredited by the National Council for Accreditation of Teacher Education.

A3. The program:

   The Program is an integral part of the mission of the College of Education and of the Department of Communication Disorders and Counseling, School, and Educational Psychology. In meetings with the Associate Dean of the College of Education, the site visit team learned that the College views the field of school psychology as an integral part of the college as well as, more generally, school services and educational practice. In addition to the Associate Dean, the Department Chair confirmed the importance of the school psychology program within the college as well as the department. At both levels, there was regard expressed for the Ph.D. program in school psychology.

   The program is represented in the institution’s budget and within the past two years has had three new hires at the assistant professor level. In reviewing the program data and meeting the students, the site review team found that there were sufficient (and enthusiastic) students who exhibited through their description of program activities that they were provided opportunities for meaningful interaction, student support, and socialization. A tour of the facilities by the site review team revealed ample clinical space for training and spacious, well-lit and well-equipped classrooms for instruction.

A4. The program:

   The Program requires a minimum of three full-time academic years of coursework and practica as well as the successful completion of an internship prior to awarding the doctoral degree. Two of the three years of academic study must be completed on ISU’s campus. Although some classroom materials are on-line, this is a residential doctoral program.

A5. Program engages in actions that indicate respect for and understanding of cultural and individual diversity:

   The site review team saw evidence for respect and understanding of cultural and individual diversity in written documents as well as observed interactions. Indeed, ISU has as
one of the university’s strategic goals to enhance and advocate for multicultural and international values. And, more specifically, the department in which the Ph.D. in school psychology is housed recently adopted its own diversity statement. The statement, in part, maintains that “Diversity enriches us all” and “The faculty, staff, and students of the Department of Communication Disorders and Counseling, School, and Educational Psychology are committee to recognizing the contributions of all groups, such as those formed by gender, ethnicity, race, culture, sexual orientation, age, religion, disability, and personal experience, in the creation of a diverse, inclusive environment.”

A6. Formal written policies are available:

Formal written policies regarding admissions, degree requirements, financial and administrative assistance, student performance standards and procedures, and due process and grievance procedures are written and readily available to students, faculty, and the interested public. Indeed, these policies were reviewed by the site visitors.

**DOMAIN B: PROGRAM PHILOSOPHY, OBJECTIVES, AND CURRICULUM PLAN**

B1 Program publicly states a philosophy and model of training consistent with the sponsoring institutions’ mission:

The Ph.D. in School Psychology at Indiana State University (ISU), in all written and otherwise public documents, states a philosophy and model of training consistent with the sponsoring institution. That is, for instance, ISU supports strong academic preparation in areas of professional practice. The program itself, in terms of curriculum and field training experiences, belies the integration of science and practice. That is, students increasingly integrate evidence-based practices based on psychological science foundation coursework. With the relatively recent restructuring of the school psychology training program, the education provided to the doctoral school psychology students is sequential, cumulative, and graded in complexity. Indeed, third year students meeting with the site visit team indicated that some of the more recent re-positioning of experiential components of the program seemed to enhance the logical training sequence.

B2 Program specifies objectives in terms of competencies expected of graduates:

The Ph.D. in School Psychology program at ISU is generally consistent with the program’s philosophy and training model. More specifically, the stated “overarching goal of the program is to prepare professional school psychologists with a broad cognitive-behavioral theoretical orientation to serve children, youth, families, and individuals with disabilities in a variety of practice, research, and teaching settings.” Further, this goal is met through a “scholar-practitioner model of training” stemming from the anticipation that “students will be well-trained to incorporate scientific inquiry into clinical practice.”

From the overarching goal, there are three specific goals with related objectives. The three goals (i.e., students will graduate with a broad and general foundation of professional psychology, students will graduate with necessary knowledge and skills to become an entry level
practitioner of professional school psychology, and, through experiential learning opportunities, students will have the skills to be competent professional and life-long learners), and related objectives, are generally consistent with the program’s philosophy and also are generally consistent with a scholar-practitioner training model. That being said, the program provides an appreciation for theoretical models beyond cognitive-behavioral orientations. Although a cognitive-behavioral orientation is a research supported approach, an appreciation for diverse theoretical points of view is perceived, by the site team, as an advantage in terms of student preparation for evolving developments in the field of psychology and associated evidence-based practice.

The substantive area of school psychology is clearly represented and the students uniformly identify as school psychologists in training. An understanding of legal, ethical, and quality assurance principles permeates the curriculum.

B3 Program implements a coherent curriculum that enables students to demonstrate substantial understanding of and competence:

The program includes required courses in the breadth of scientific psychology. In addition, foundations of practice in school psychology are included. For example, the program has coursework in individual differences, human development, psychopathology, and professional standards and ethics. In addition, diagnosing or defining problems through assessment and intervention techniques is clearly addressed in the curriculum and related field experiences. Students learn the theories and methods of assessment and diagnosis, evidence-based intervention, consultation and supervision, and evaluation. In each instance, whenever appropriate, issues of cultural and individual diversity are integrated.

Current students express strong attitudes consistent with life-long learning and scholarship. Indeed, a number of students embrace the notion of continually contributing to the field in terms of research and scholarship.

B4 Program requires adequate and appropriate practicum experiences:

The program not only requires “adequate and appropriate practicum experiences,” but, according to students, ample experiences are integrated into the course of study. Indeed, students are placed in a range of settings committed to students’ training as school psychologists. Students note that supervision is strong and they, and their supervisors, are committed to evidence-based practice. Practicum experiences are appropriately integrated with other program curriculum and instruction and there are adequate opportunities for the discussion of field work and practice issues. The practica sequencing, duration, nature, and content appear very consistent with doctoral level school psychology training programs. Indeed, the ISU doctoral school psychology students have been very successful in securing appropriate final, full time internships.
DOMAIN C: PROGRAM RESOURCES

C1 Program has an identifiable core faculty:

The program has an identifiable core faculty of 3 members, Dr. Roberts-Pittman, who functions as the Director of Training (DOT), Dr. Corey and Dr. Krug. Although all of the core faculty have tenure track positions, none are tenured. Two core faculty members (Drs. Krug and Corey) have doctoral degrees in school psychology and are licensed school psychologists in Indiana. The designated Director of Training (DOT) (Dr. Roberts-Pittman) is an Indiana State licensed psychologist with a PhD in counseling psychology and training and professional experiences providing mental health services to children, adolescents, and families in school settings. However, she does not retain credentialing in school psychology. Two of the three core faculty (Drs. Corey and Roberts-Pittman) received their doctoral degrees from ISU.

The core faculty members work as an integral part of the program. The DOT has provided effective leadership in program development and bringing cohesiveness to the program through a time of transition. (Apparently, several years ago all four core school psychology program faculty, for various reasons, left the program within one academic year.) Subsequently, Dr. Pittman-Roberts was hired and has accomplished program development in collaboration with school psychology faculty colleagues and affiliated members of the relatively recently, reorganized academic unit (which now also includes communication disorders and counseling psychology). The size of core school psychology faculty seems sufficiently adequate at this time to meet academic responsibilities for 26 students, 4 of whom are in pre-internship experiences. The affiliated faculty members in the academic unit contribute their teaching and mentoring expertise regarding research dissertations, thus augmenting the academic experiences of the school psychology students. Each of the core faculty holds theoretical perspectives and has applied experiences generally consistent with the program’s goals and objectives.

The core faculty members collaborate with and benefit from the mentoring of more established senior psychologists in inter-related disciplines of psychology (i.e., educational, developmental, counseling). However, with three junior level school psychology faculty (none of which has held assistant professor status at ISU for over two years), and two of whom have their degrees from ISU (one in school psychology and the other in counseling psychology), there is no established role model for school psychology research and field expertise consistent with a Ph.D. offering in school psychology. Thus, there is no school psychology core faculty member with broad experience, knowledge, and expertise in the wide array of issues in school psychology, such as credentialing, programmatic research, and training. Indeed, seasoned school psychology professors typically enhance the stability of the program and, in addition, are knowledgeable regarding the time and other resources needed by pre-tenured faculty to meet their own professional development in the area of research publications. [Indeed, there is concern regarding the substantial teaching responsibilities associated with the three, untenured faculty in conjunction with the need for demonstrated scholarship in order to achieve tenure at ISU.] These issues may affect the stability of the program, which only relatively recently experienced significant school psychology personnel turnover as well as other programmatic difficulties.
C2 Program has an identifiable body of students at different levels of matriculation:

The program has an identifiable body of students at different stages of development. There are a sufficient number of students to allow for meaningful interactions among them. Although there are only a few students at each stage of professional development, as a group the students show collaborative interactions, intellectual stimulation, and social support. The respect for diversity among students is especially impressive. Program data support that by interest, aptitude, and prior achievement, the students in the ISU school psychology program are qualified for the doctoral program.

In meeting with students, as well as alumnae, it is apparent that students gain a developing professional identity as school psychologists. Students note their abilities to learn from their curriculum, instruction, and field training and sense that they can uniquely contribute to the various interdisciplinary perspectives in psychology to which they are exposed. Although the program formally espouses a cognitive-behavioral orientation, students are exposed to a wide range of perspectives such as systemic and integrative approaches. The doctoral students’ career aspirations (e.g., academicians, supervisors, professional school psychologists) are consistent with a Ph.D. program and a scholar practitioner training philosophy.

C3 Program has additional resources needed to accomplish its goals and objectives:

- There is financial support for students (e.g., graduate assistantships, professional travel, scholarships for students of color) and faculty (e.g., course load reduction, professional travel funds, research scholarships).
- Clerical and technical support includes, for instance, a number of part-time/full-time administrative assistants, availability of sign-out lap tops, computer laboratories, and instructional technology workshops.
- Training materials and equipment includes, for example, a well-stocked library of test instruments, an array of video equipment, and technologically equipped, smart classrooms.
- Some of the student support services include special needs accommodations, counseling, and writing-tutoring services.
- Students have wide access to department-program centers (e.g., reading clinic, ADHD clinic, counseling-family clinic) and community-based clinical and school sites.
- Physical facilities include office space for students, technology labs, conference rooms, and clinically oriented centers. The impending move to a renovated building, designated for the College of Education, will offer even greater space for state-of-art technology and media facilities, opportunities for a comprehensive link among centers, and enhanced opportunities for interdisciplinary interactions and collaborations.

**DOMAIN D: CULTURAL AND INDIVIDUAL DIFFERENCES AND DIVERSITY**

D1 The program:

Since the last APA CoA site visit, the program has made significant successful efforts in recruitment, support, and retention of students of color. These efforts are reflected in the ethic-
racial diversity of the cohort of students, who met with the site visit team, and in the impressive respect for diversity and participatory leadership evidenced amongst these students. In terms of faculty, apparently purposeful and systematic attempts have been made to expand the national search and pool of applicants to faculty positions within the program. However, although two of the three new faculty are women, hiring individuals of color to core faculty positions has not materialized; in addition, hiring core faculty outside of ISU and Indiana appears limited. In terms of affiliated faculty, there is evidence of cultural and racial diversity.

Significant efforts have been made to create a learning environment respectful of diversity. Not only is relevant coursework required in the program, but multicultural sensitivity has been enhanced for administration, faculty, staff, and students through university-wide workshops and multicultural awareness surveys. Moreover, a statement of affirmation to value and support diversity is part of the written mission of the academic unit in which the school psychology program is housed.

**D2** Program has a thoughtful and coherent plan:

Since the last site visit, the school psychology program made significant, purposeful efforts to enhance the multicultural components of its curriculum through infusion of multicultural issues in much of the coursework as well as requiring a multicultural counseling course. Supervisors noted the increased multicultural competencies demonstrated by students. In turn, students concurred on the relevance of the enhanced offerings and, further, expressed a desire that the curriculum continue expanding in this direction.

**DOMAIN E: STUDENT-FACULTY RELATIONS**

**E1** The program:

Relationship among students and faculty are characterized by courtesy, respect, collaboration and collegiality, and ethical sensitivity. Students have due process processes for the resolution of concerns, complaints, and grievances; these procedures are clearly presented in student handbook materials. Students are represented at the program level by the student organization (SASP) representative and liaison graduate assistant. Student input is sought and incorporated in the process of review, decision-making, and change.

**E2** Faculty members are accessible to student:

Students expressed that there is open-door availability by all faculty and, further, that faculty provide strong support toward program completion. Indeed, the current core faculty apparently have gone out of their way to assist ABD students, from the years when the program was experiencing a number of difficulties, in completing their doctoral requirements. The students expressed their confidence in the faculty supporting student acquisition of school psychological knowledge, skills, and competencies.
E3 Respect for cultural and individual diversity:

Throughout program and university documents there is a stated, distinct respect for cultural and individual diversity. At all levels during the site visit, this respect was discussed and displayed.

E4 Upon admission students are given written policies and procedures:

The program materials clearly give evidence that, upon admission, students are provided with the policies and procedures regarding program requirements and successful program completion. Most of this material is also available to students on-line.

A review of a sample of student files reveals that students receive, at least annually, written feedback on the extent to which they are meeting the program’s requirements and expectations. Indeed, there were indications that when student difficulties arose, that there was written notification of all problems and association opportunities to discuss them. In such instances, there was written guidance regarding steps to remediate stated difficulties. Further, there was written follow-up describing the extent to which any recommendations had been followed and the success of such efforts in terms of student growth and development. In the instance of field work, faculty and field work supervisors maintain communication on students’ progress through written evaluations and verbal communication.

E5 Programs keep records of all formal complaints and grievances:

The school psychology programs notes that there have been no formal complaints and grievances since the last APA site visit.

DOMAIN F: PROGRAM SELF-ASSESSMENT AND QUALITY ENHANCEMENT

F1 With appropriate involvement of students, the program engages in regular, ongoing self-studies:

There is evidence, from program documents and self study report, that the school psychology program engages in regular, ongoing self-study. There is data regarding the effectiveness of the program, in terms achieving stated goals and objectives, from on-going students as well as alumnae. There are also indications of linkages between the program’s goals and objectives in relation to the program’s educational and training processes. Since the reorganization of the program and program requirements is relatively recent, the core faculty seeks appropriate input from related faculty, as well as program students, regarding program development.

F2 Program periodically and systematically reviews its goals and objectives, training model, and curriculum, and related outcome data:

The program is clearly consistent with the sponsoring institution’s mission and goals. The consistency was re-affirmed by the university administrators meeting with the site visit
within one academic year. The Departmental Chair notes that faculty were in contact with the CoA regarding the changes and that the program benefitted from APA CoA advice.

**H3.** Program pays necessary fees to maintain accredited status:

The ISU Ph.D in School Psychology program does pay the necessary fees to maintain APA accreditation status.
team. Further, the program’s goals and objectives are consistent with local, state, regional, and national needs for psychological services; data is particularly compelling regarding the preparation for school psychologists locally as well as in the state. A number of current students have aspirations to be trainers and are envisioning positions outside of Indiana. The program does follow the national standards of professional practice in school psychology; indeed, there is preparation within the program for the proposed Response to Intervention (RTI) model of school psychological services. The students, as well as the faculty, give evidence of a strong respect for research, scientific, and professional knowledge. The graduates’ job placements and career paths seem to have been primarily practice oriented; current students, however, seem to have additional careers paths, especially academic, in mind.

**DOMAIN G: PUBLIC DISCLOSURE**

**G1. Program describes itself accurately and completely:**

The Program describes itself accurately and completely in documents, including the program website. The site team reviewed the website, brochures, the *Graduate Catalog* and *Doctoral Student Handbook*. The program materials include descriptions of the program goals, objectives, and training model, the requirements for admission and graduation, the curriculum, faculty, students, facilities, and other resources, administrative policies and procedures, the kinds of research and practicum experiences provided, and education and training outcomes. Finally, APA accreditation status including name, address, and telephone number of the Committee on Accreditation (CoA) of the American Psychological Association (APA) is included in the *Graduate Catalog*.

**G2. Information is presented in a manner that allows applicants to make informed decisions:**

In all of the materials provided by the program to the site visit team, information was presented in a manner perceived to allow applicants to make informed decisions about entering the program. Indeed, current students commented on utilizing program information presented on-line when considering applying as well as deciding whether to accept the offer of admission. They noted how helpful the material was in informing their graduate education decision.

**DOMAIN H: RELATIONSHIP WITH ACCREDITING BODY**

**H1. Program abides by the CoA’s published policies and procedures:**

From all evidence reviewed, the site team believes that the program abides by the CoA’s published policies and procedures.

**H2. Program informs the CoA in a timely manner of changes in its environment, plans, resources, and operations:**

Over time the program has informed the CoA, in a timely manner, of changes in its environment, plans, resources, and operations. This was particularly evident several years ago when the program underwent a significant transition, losing all four of the core faculty members.
September 21, 2009

Susan Zlotlow, Ph.D.
Director, Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242

Dear Dr. Zlotlow,

I would like to thank the Commission on Accreditation for the favorable review and accreditation of the School Psychology program at Indiana State University (#000071). The following information is the program’s response to the items identified in the decision letter dated August 7th, 2008. A 25-day extension to the original due date of September 1, 2009 was granted by Ms. Horrocks resulting in a revised due date of September 25, 2009. I will number each item below to correspond with the items as listed in the decision letter and provide a narrative response that addresses each item.

1. The program is asked to describe how the program ensures that all students receive appropriate training in biological aspects of behavior, consistent with Domain B.3 of the Guidelines and Principles for Accreditation (G&P).

Since the self-study and the site visit, a curriculum revision process has proceeded and was approved by the department, college, and university in spring 2008. This revision required Biological Bases of Behavior (EPSY 628) for all school psychology students. Beginning fall 2007, students were advised to enroll in EPSY 628 and beginning fall 2008, this was a requirement; thus eliminating the option of enrolling in PSY 658 as a fulfillment for this domain. Students last took Clinical Psychopharmacology (PSY 658) in spring 2007. Both the Graduate Catalog and the Student Handbook state that EPSY 628 is a required course.

2. The program is asked to update the Commission regarding the pending approval of making PSY 603: Learning and Cognition a required course for students. Additionally, explain how it provides broad and general exposure to the current body of knowledge in affective aspects of behavior.

After much consideration and consultation with professors, both locally and nationally, who teach courses that meet the broad and general criteria for preparation, the program decided the best course of action to ensure that our students receive broad and general preparation in the area of cognitive and
affective bases of behavior was to develop and offer a course within our department. When developing this course, particular attention was paid to the G&P Domain B, Section 3 as well as the Implementing Regulation C-16. It is our belief that this course, which will replace PSY 603 Learning and Cognition, will satisfactorily meet the expectations of the Commission. This course, COUN 631: Cognitive-Affective Bases of Behavior will be offered fall 2011. Please find the syllabus for the course attached to this letter.

3. The program is asked to detail the status of changes of course requirements, specifically the use of PSY 607 to substitute for ELAF 608 and any other requirement changes that have been made. Additionally the program is asked to clarify the title of the course, given the contradiction between the narrative self-study and the syllabus.

As part of the curriculum revisions approved in spring 2008, Proseminar: Social Bases of Individual Behavior (PSY 607) is required. Beginning fall 2007, students were advised to enroll in PSY 607 and beginning fall 2008, this was a requirement; thus eliminating the option of enrolling in Seminar in Educational Thought (ELAF 658) as a fulfillment for this domain. Both the Graduate Catalog and the Student Handbook state that PSY 607 is a required course. The official course title for PSY 607 is Proseminar: Social Bases of Individual Behavior as listed in the narrative self-study. The syllabus provided in Appendix D of the self-study was from summer 2006 and was titled incorrectly. A syllabus from summer 2009 with the official course title is attached to this letter.

4. The program is asked to provide accurate and consistent data on internship placements given the inconsistencies in the data reported (i.e., self-study versus public information), and a description of how the program determines that its practicum experiences are sufficient for internship preparation.

Upon review of the internship data submitted as part of the 2007 self-study and that provided on the program’s website, clerical errors were discovered. These errors have been corrected. Table 4 and Table 8 have been updated and attached to this letter. Attrition data has been summarized in the tabular format and is attached in Table 10. In addition, updated internship information is provided on the program’s website at http://www.indstate.edu/coe/cdcep/edpsych. During the 7-year period from 2000-2007, 25 students completed internship with 96% obtaining paid internships and 68% securing accredited placements. Preparation for internship is determined through ongoing supervision and monitoring of student skill development. At the end of the second year practicum, students are expected to have consistent ratings of “2” on their final evaluation including their overall rating. A “2” is defined as “close supervision, typical for an intern.” Students who receive this consistent rating or a higher rating, are viewed as demonstrating the skills needed for the next level of fieldwork and training.

5. The program is asked to report on program efforts to reduce attrition rates

As noted in the decision letter, core and affiliated faculty have worked diligently during a transition period to maintain a quality program and support program completion. Core program faculty have made intentional efforts to contact ABD students at the beginning of each academic year to ensure an understanding about timelines and deadlines, offer assistance, and address any concerns. In addition, in fall 2007 SPSY 898 Doctoral Seminar was added as a program requirement to provide a weekly meeting
of all doctoral students in the department including school psychology students. This weekly meeting is required attendance for all students during their first through fourth years in the school psychology program. The seminar focuses on topics and issues related to program requirements, research opportunities, and dissertation completion. An updated Table 6 is provided with this letter. Since this table was first compiled in 2007, status has changed for 13 of the listed students. Eight (62%) of the thirteen have since graduated from the program which demonstrates the program’s core and affiliated faculty efforts to support program completion. Of the five students who left the program, one transferred to the Ed.S. program and four left for unspecified reasons. Program faculty have also begun to more closely review Ph.D. program applicants to ensure a good fit between the program and the student’s previous experiences, education, and professional goals. Faculty members have increased opportunities for student involvement in grants and research teams to enhance engagement and research experience which is critical for dissertation completion. In addition, a program Blackboard site has been established as a means of communication between program faculty and students regarding upcoming events, deadlines, opportunities, and program requirements.

6. The program is asked to provide information on the minimum expected levels of achievement for all of the outcome measures listed in Appendix J.

Minimum levels of achievement for the outcome measures of grades, preliminary examinations, externship evaluations, and internship evaluations are described below. The Ph.D. Student Handbook states that a GPA of 3.50 or better is required for admission to candidacy and graduation. The Handbook further explains that a grade of “C” in any one graduate course is permitted as long as the overall GPA remains at or above a 3.50. If a grade of “C” is received in a second course, the student may continue in the program provided that they (a) retake the course and receive a “B” or better and (b) maintain an overall GPA of 3.50 or better. If a grade of “C” is received in any three graduate courses (including those retaken), this will be considered grounds for dismissal from the program.

As part of program improvement efforts, the preliminary examination structure and process was further detailed to provide clarity and improved evaluation procedures. Introduced in fall 2007, the revised preliminary examinations consist of a written and an oral component. Evaluation of the written component is conducted using the following scale: 0: Failure – either no response is attempted, answer is incorrect, or irrelevant to the question; 1: Inadequate – answer is incomplete or underdeveloped; 2: Adequate – answer addresses the basic concepts essential to the question and is free from significant errors; 3: Comprehensive – answer fully addresses the concepts essential to the question and includes relevant detail and elaboration; 4: Scholarly – answer fully addresses the question with supporting detail and is extraordinarily well presented. The student’s committee considers each committee member’s rating and determines whether the student has passed the written component of the preliminary exams. The student may be regarded as (1) having passed the written exam and being ready for the oral prelim exam, (2) having passed the written exam with some areas of weakness to be addressed during the oral prelim exam for which they are ready to stand, or (3) having failed the written exam and being denied the opportunity to stand for the oral prelim exam. To be considered a full pass and ready for oral exams, ratings from committee members are generally at or above a rating of
Adequate (2). A pass with weakness decision is associated with ratings at the Adequate (2) level with no more than one committee member assigning a rating of inadequate (1). A failed written prelim decision is associated with multiple ratings of inadequate (1) or failure (0). The oral prelim examination is evaluated based on the student’s ability to adequately address any weaknesses/concerns identified in the written component, respond to questions, and demonstrate a comprehensive understanding of the field. Oral prelim exam decisions are either pass or fail. Students who pass the oral component of the preliminary examinations may proceed with application to candidacy.

During both the externship and the internship, field based supervisors complete an internship evaluation using the Internship Evaluation form which was included in Appendix M of the 2007 Self-Study. Ratings are assigned based upon the following scale: No Basis: There is no evidence of the student’s skill in this area; Does Not Meet Expectations: Demonstrates lack of proficiency in skills and requires significant re-education; Meets Expectations: Demonstrates proficiency of skills equated to newly hired school psychologist or one with one year of experience; Exceeds Expectations: Demonstrates proficiency of skill equated to two to three years of experience. At the end of the externship and internship year, students are expected to have consistent ratings of “meets expectations” on their final evaluation including an overall rating. Students who receive this consistent rating or a higher rating are viewed as demonstrating the skills needed for their development and have successfully completed this portion of their training.

7. The program is asked to provide aggregated outcome data for the outcome measures listed in Appendix J. The program provided aggregated outcome data for supervisor’s ratings and alumni survey, but not aggregated data for the other outcome measures (e.g., students achieving passing grades, passage of preliminary exams, etc.).

Given the recent introduction of the revised preliminary examination structure as described above, only one student has completed prelims with this structure. This student passed both the written and oral components and proceeded to candidacy. During the seven-year span of 2000-2007, only one student failed the preliminary examination and this student was subsequently dismissed from the program.

A summary of grades earned is provided below. The data presented reflects the percentage of each grade (A, B, C) obtained of the total grades assigned for each year’s cohort. This data indicates that of all grades earned by students during this seven year period, 91% were As, 8% were Bs, and 1% were Cs. Of the 24 students included below, eight percent (n=2) earned at least one grade of C.

Summary of Grades Earned by Year of Entry into Program

<table>
<thead>
<tr>
<th>Year of Entry into Program</th>
<th># Students included in summary</th>
<th>Total # of Grades</th>
<th>Percent Grades of A</th>
<th>Percent Grades of B</th>
<th>Percent Grades of C</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>1</td>
<td>41</td>
<td>93%</td>
<td>7%</td>
<td>0%</td>
</tr>
<tr>
<td>2006</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>4</td>
<td>130</td>
<td>94%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>2004</td>
<td>6</td>
<td>186</td>
<td>84%</td>
<td>12%</td>
<td>4%</td>
</tr>
<tr>
<td>Year</td>
<td>Students</td>
<td>Attrition</td>
<td>Graduation Rate</td>
<td>Retention Rate</td>
<td>Other Rate</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>-----------</td>
<td>----------------</td>
<td>---------------</td>
<td>------------</td>
</tr>
<tr>
<td>2003</td>
<td>6</td>
<td>167</td>
<td>93%</td>
<td>7%</td>
<td>0%</td>
</tr>
<tr>
<td>2002</td>
<td>2</td>
<td>70</td>
<td>94%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>2</td>
<td>58</td>
<td>84%</td>
<td>14%</td>
<td>2%</td>
</tr>
<tr>
<td>2000</td>
<td>3</td>
<td>78</td>
<td>97%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>730</td>
<td>91%</td>
<td>8%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Note: This data reflects students enrolled prior to May 2007

8. The program is asked to provide documentation that the program has provided all public disclosure information consistent with IR C-20. This should include providing the attrition table, ensuring all information regarding internship is clear, accurate, and consistent, and clarifying the information in the time to completion table regarding students entering the program with Masters degree.

The school psychology program website continues to be the main source of information for current students, prospective students, and members of the public (http://www.indstate.edu/coe/cdcsep/edpsych/index.htm). Information and data regarding internships, attrition, time to complete the program have been updated, made clearer, and are available on the program website. No students entered with a Masters degree during the 2000-2007 time span. Information in the table regarding time to completion clarifies this point.

9. For formal review by the Commission, the program is asked to provide updated information on the program’s core faculty and how the program is working to maintain a stable and appropriately credentialed faculty.

In response to the Commission’s feedback in the 2008 decision letter, a commitment to securing additional faculty resources with expertise in school psychology was demonstrated by both the college and university administration. To that end, Dr. Leah Nellis was hired at the rank of associate professor in January 2009. Dr. Nellis holds a Ph.D. in school psychology and is a licensed school psychologist. Dr. Nellis has over nine years of experience in higher education including faculty positions in school psychology and administration. Dr. Nellis has an established record of scholarship and service in the field of school psychology. As part of departmental personnel shifts of which the Commission was notified in May 2009, Dr. Bridget Roberts-Pittman assumed responsibilities within the counseling psychology area. This resulted in three core faculty members (Drs. Corey, Krug, and Nellis) with expertise in school psychology. Dr. Damon Krug has continued with teaching and supervision responsibilities while increasing scholarship efforts to support promotion and tenure decisions. In summer 2009, Dr. Margaret Corey shared the intent to resign or take a leave of absence due to family health concerns. The college committed the resources to maintain the FTE of Dr. Corey for the 2009-2010 academic year. All courses and supervision have been covered with doctoral level, appropriately credentialed school psychology affiliated faculty. In addition, the college is supportive of a search for Dr. Corey’s replacement to occur during the 2010-2011 academic year.

I am hopeful that the above responses and attached documentation fulfill the Commission’s request. Please feel free to contact me if you have any questions.
Sincerely,

Leah M. Nellis, Ph.D.
Director of Training, School Psychology Ph.D. Program
Indiana State University
812-237-4606
leah.nellis@indstate.edu
TABLE 4 Continued

Please report on students applying for internships for the last seven academic years:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Who Applied for Internship:</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td># Who Received Funded Internships:</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td># Who Received Unfunded Internships:</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># Who received Accredited Internships:</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

1 Based on application/acceptance for each noted academic year.
### TABLE 6

**Students’ present status**

<table>
<thead>
<tr>
<th>ID #</th>
<th>For students still in program:</th>
<th>For Students that graduated:</th>
<th>For students that did not complete degree:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year in Program</td>
<td>Full or Part-time</td>
<td>Year of graduation (if completed)</td>
</tr>
<tr>
<td>2007-000071-001</td>
<td>3rd</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>2006-000071-001</td>
<td></td>
<td></td>
<td>12/10/07</td>
</tr>
<tr>
<td>2005-000071-004</td>
<td></td>
<td></td>
<td>2008</td>
</tr>
<tr>
<td>2005-000071-003</td>
<td>5th</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>2005-000071-002</td>
<td>5th</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>2005-000071-001</td>
<td></td>
<td></td>
<td>12/10/07</td>
</tr>
<tr>
<td>2004-000071-010</td>
<td>6th</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>2004-000071-009</td>
<td>6th</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>2004-000071-008</td>
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<tr>
<td>2004-000071-007</td>
<td></td>
<td></td>
<td>06/06/06</td>
</tr>
<tr>
<td>2004-000071-006</td>
<td>6th</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>2004-000071-005</td>
<td></td>
<td></td>
<td>2008</td>
</tr>
</tbody>
</table>

1 Please include information for all students admitted during the past 7 years, as well as information for all students remaining in the program, regardless of year of admission.
<table>
<thead>
<tr>
<th>Year</th>
<th>Student ID</th>
<th>Program Year</th>
<th>Degree Year</th>
<th>Reason for Withdrawal</th>
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<tbody>
<tr>
<td>2002</td>
<td>000071-004</td>
<td>8th</td>
<td>2004</td>
<td>Voluntarily withdrew; academic difficulties</td>
</tr>
<tr>
<td>2002</td>
<td>000071-003</td>
<td>8th</td>
<td>2005</td>
<td>Left program due to family/relationship</td>
</tr>
<tr>
<td>2002</td>
<td>000071-002</td>
<td>9th</td>
<td>2004</td>
<td>Left program, reason unspecified</td>
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<tr>
<td>2001</td>
<td>000071-001</td>
<td>9th</td>
<td>2004</td>
<td>Left program, reason unspecified</td>
</tr>
<tr>
<td>2001</td>
<td>000071-002</td>
<td>9th</td>
<td>2004</td>
<td>Left program, reason unspecified</td>
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<td>2000</td>
<td>000071-0001</td>
<td>10th</td>
<td>2004</td>
<td>Left program, reason unspecified</td>
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<tr>
<td>2000</td>
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<td>10th</td>
<td>2005</td>
<td>Left program, reason unspecified</td>
</tr>
<tr>
<td></td>
<td>For students still in program:</td>
<td>For Students that graduated:</td>
<td>For students that did not complete degree:</td>
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</tr>
<tr>
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<td>--------------------------------</td>
<td>-------------------------------</td>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Left for personal reasons</td>
<td></td>
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<tr>
<td>1999-000071-005</td>
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<td>2005</td>
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<tr>
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<td>2002</td>
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<td>1995-000071-001</td>
<td>5/01/04</td>
<td></td>
<td>Left program, personal reasons</td>
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</tr>
<tr>
<td>ID#</td>
<td>Year of graduation</td>
<td>Name and location of internship</td>
<td>APA or CPA Accredited: Yes or No</td>
<td>Funded: Yes or No</td>
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<td>Nebraska Internship Consortium in Professional Psychology</td>
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<td>1998-000071-005</td>
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<td>Date</td>
<td>City</td>
<td>Organization</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td>------------</td>
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<td>1997-000071-001</td>
<td>Harrisonburg, VA</td>
<td>Old National Trail Psychological Services</td>
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<td>1996-000071-009</td>
<td>Greencastle, IN</td>
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<td>Yes</td>
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<td>Terre Haute, IN</td>
<td>Covered Bridge Special Education District</td>
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<td>2005</td>
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<td>Yes</td>
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<td>2005</td>
<td>Nashville, TN</td>
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<td>2004</td>
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<td>Riley Hospital</td>
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<td>Child and Adolescent Service Center</td>
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<td>No</td>
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<td>Institution Name</td>
<td>City, State</td>
<td>Year</td>
<td>Examining the Gap: A Study of the Relationship Between Levels of Acculturation and Scholastic Achievement Test (SAT) Scores among African American College Students</td>
<td>Examining the Gap: A Study of the Relationship Between Levels of Acculturation and Scholastic Achievement Test (SAT) Scores among African American College Students</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-------------------</td>
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Table 10
Program Attrition, Retention, and Graduation

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Note: This data reflects students enrolled prior to May 2007

---

1 Number of students entering program that year

2 Complete only if any students from cohorts prior to 2003 are currently enrolled. List the total number of students remaining in the program from earlier cohorts in this row under “Year 8 or beyond”).
February 5, 2010

Jonathan Cole
Accreditation Research Manager
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242

Dear Mr. Cole,

This letter is in response to the January 4, 2010 letter regarding the attrition threshold for the School Psychology program at Indiana State University (#000071). The program acknowledges the reported attrition rate and has implemented strategies to prevent future instances and address systemic influences on previous patterns. In studying program attrition data, it is noted that the primary reasons for attrition from the doctoral program are transfer to an alternate school psychology degree program and personal reasons such as health and family incidents/crises. To address such factors, the following actions are being implemented.

Since 2004, there has been 100% unanticipated faculty turnover in the program. Current program faculty have attempted to address student factors associated with attrition by a) employing clearer program admission criteria, b) providing clarity about differences between doctoral and non-doctoral degree program requirements, and c) establishing a Doctoral Seminar experience. During the admissions interview and selection process, program faculty conduct individual interview sessions to provide a program description and discern level of preparation and fit for the doctoral program. A detailed sequence of coursework and field experiences is provided to increase applicants’ understanding of the commitment and expectations associated with the doctoral program. Increased rigor during the admissions process will be utilized to select the most appropriate admitted cohort of students. While the doctoral program application does not require previous graduate experience, an increasing number of applicants have completed graduate coursework or degrees prior to acceptance. For example, three of the four students in the 2009 cohort had previous graduate experience with two of the three having a Masters degree. Further, applicants that have limited research experience are advised to seek admission into the university’s Educational Specialist degree program. The possibility of re-application following completion of coursework is discussed. Program faculty will also increase recruiting efforts by targeting individuals enrolled in non-doctoral psychology degree programs, for example school psychology programs with non-doctoral training.
Once accepted into the program, students participate in a Doctoral Seminar which is designed to assist with progression through the program and facilitate opportunities for engagement in research and other scholarly activities. All doctoral students in the department participate in this seminar which further provides mentoring and collegiality with fellow students and faculty. Continual advisement and mentoring is provided by the director of training and, after the first one to two semesters on campus, the student’s dissertation committee.

In combination with the current stability in program faculty, is the intent that these efforts address attrition through preventative measures that ensure a good fit between applicants and the doctoral program and systemic measures which provide the necessary support and guidance to attain degree completion. I am hopeful that the above response fulfills the committee’s request. Please feel free to contact me if you have any questions.

Sincerely,

[Signature]

Leah M. Nellis, Ph.D.
Director of Training, School Psychology Ph.D. Program
Indiana State University
812-237-2830
leah.nellis@indstate.edu
Doctoral Programs: Self-Study Report for 2013

Please include all required signatures.

☑ Currently Accredited (3 copies)  Date Submitted: April 22, 2013

OR

☐ Applicant (4 copies)

Institution/Program Name: Indiana State University
Department Name: Communication Disorders and Counseling, School, and Educational Psychology
Location (City/State): Terre Haute, Indiana

Identify the traditional substantive area:
☐ Clinical  ☐ Counseling  ☒ School  ☐ Combined (list areas):

Degree Offered: ☒ PhD  ☐ PsyD

Date of last CoA site visit: 2/13-14/08  Total number of students in program this year: 30

Is the doctoral program part of a consortium? ☒ No ☐ Yes
(If Yes, list all consortium affiliates, including addresses and a contact person for each site):

Is the program seeking concurrent accreditation with the Canadian Psychological Association? ☒ No  ☐ Yes

The program is invoking Footnote 4: ☐ No  ☐ Yes

Name of Institution’s Regional Accrediting Body: ☐ North Central Association

Current Institution Regional Accreditation Status: ☐ Accredited

PROGRAM CONTACT INFORMATION: The following information will be used to update our internal Office database. The individuals listed will receive copies of important program written correspondence (e.g., site visit reports, decision letters). Please add the relevant contact information for any other individuals who the program would like to receive such correspondence (e.g., co-directors, accreditation coordinator, Provost, etc). Signatures indicate that the self-study has been approved for submission and serve as an invitation to conduct a site visit to the program.

1 See Footnote 4 under Domain D, as well as IR C-22(a), regarding policies of religiously-affiliated institutions.
Program Director: Leah M. Nellis
Full Title: Associate Professor of School Psychology
Full Mailing Address: 401 N 7th St, Indiana State University, Terre Haute, IN 47809
Phone Number: 812-237-2606 Ext. NA Fax: 812-237-2729
Email Address: leah.nellis@indstate.edu

Department Chair: Linda Sperry
Full Title: Professor of Educational Psychology
Full Mailing Address: 401 N 7th St, Indiana State University, Terre Haute, IN 47809
Phone Number: 812-237-2832 Ext. NA Fax: 812-237-2729
Email Address: linda.sperry@indstate.edu

College/School Name (if applicable): Bayh College of Education
Dean of College/School (if applicable): Bradley V. Balch
Full Title: Dean, Bayh College of Education
Full Mailing Address: 401 N 7th St, Indiana State University, Terre Haute, IN 47809
Phone Number: 812-237-2919 Ext. NA Fax: 812-237-4348
Email Address: brad.balch@indstate.edu

President/CEO: Daniel J. Bradley; Jack C. Maynard
Full Title: President; Provost and Vice President for Academic Affairs
Full Mailing Address: Parsons Hall, Rm 212, Indiana State University, Terre Haute, 47809
Phone Number: 812-237-4000 Ext. NA Fax: 812-237-7948
Email Address: dan.bradley@indstate.edu; jack.maynard@indstate.edu

*If signed by designee, please also provide the full name of that individual in addition to the full name of the person for whom he/she signed.
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<tr>
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**Appendix**

- Doctoral Student Handbook A
- Program Brochure and Poster B
- ISU Student Code of Conduct C
- Bayh College of Education Policies D
- Program Goals, Objectives, and Competencies E
- Expanded Table B2 F
- Annual Portfolio/Performance Evaluation Forms and Aggregate Data G
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- Evaluation Tool and Program Goal Alignment K
- Schedule of Study and Course Sequence L
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- Correspondence with the CoA since last review P
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- SASP Constitution R
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<td>Practicum and Internship Supervisor Survey</td>
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<td>Alumni Survey and Aggregate Responses</td>
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Domain A: Eligibility

As a prerequisite for accreditation, the program’s purpose must be within the scope of the accrediting body and must be pursued in an institutional setting appropriate for the doctoral education and training of professional psychologists.

1. The program offers doctoral education and training in psychology, one goal of which is to prepare students for the practice of professional psychology.

The Ph.D. program at Indiana State University in School Psychology is designed to prepare professional psychologists with the specialization in school psychology to serve children, adolescents, and families in a variety of practice, research, and teaching settings (Table 1). The program has maintained continuous APA accreditation since 1980. Program goals are discussed in Domain B.

2. The program is sponsored by an institution of higher education accredited by a nationally recognized regional accrediting body in the United States.

Indiana State University (ISU) is accredited by the North Central Association of Colleges and Schools (NCA) to offer bachelor, master, educational specialist, and doctoral degrees. ISU has maintained continuous NCA accreditation since 1915. The College of Education (COE) is accredited by the National Council for Accreditation of Teacher Education (NCATE) to offer curricula for teachers and school services personnel at the bachelor, master, educational specialist, and doctoral levels. The COE has maintained continuous NCATE accreditation since 1954.

3. The program is an integral part of the mission of the academic department, college, school, or institution in which it resides.

The Ph.D. program in School Psychology at Indiana State University is located in the Department of Communication Disorders and Counseling, School, and Educational Psychology (CDCSEP) within the Bayh College of Education (BCOE). Formed in 2006, the CDCSEP department consists of 14 full-time faculty, 3 one-year contract faculty, 1 three-year contract faculty, and 9 adjunct instructors. The department offers one undergraduate program and five graduate programs, including an Ed.S. in school psychology. The school psychology doctoral program currently has 30 students at different levels of matriculation in the program (Table 6). Seventeen students are on-campus, two are completing their pre-doctoral internship away from, and seven have completed internship and are finishing their dissertations. Additionally, there are four students who are beyond the seventh-year in the program.

There is one department chairperson, a Program Area Council (PAC), four program area committees (school psychology, communication disorders, educational psychology, and counseling), and one University Hall Clinic Committee. The PAC includes representation from each program and meets regularly with the department chairperson. PAC was instituted in 2009 to facilitate collaboration among program areas and provide an efficient mechanism for decision-making and information dissemination. Within the department, the chair is responsible for budgets, schedules, staffing, and personnel issues. The chair serves as spokesperson for the department. The University Hall Clinic Committee is responsible for oversight of the department’s combined clinic which serves the school psychology, communication disorders, and counseling programs. The Porter School Psychology Center operates within the University Hall Clinic.
The BCOE is comprised of the Dean, one Associate Dean, and one Assessment Director. Additionally, there is currently a sponsored program fellow. College-level leadership also includes BCOE Congress and the Administrative Council. The BCOE Congress oversees policy for BCOE regarding curriculum requirements for programs. Each department has two representatives on Congress. The Administrative Council advises the Dean on matters concerning BCOE budgets, schedules, staffing, and program integrity. The Administrative Council includes department chairs, the BCOE Congress chair, and the Deans.

Administrative oversight for the program is provided by the School Psychology Committee, which is comprised of the core school psychology faculty and two student representatives (one doctoral student and one educational specialist student). The Director of Training (DOT) for the doctoral program chairs the School Psychology Committee and is responsible for program recruitment and retention, admissions, student evaluation, and program training issues. The DOT serves as the spokesperson for the program. The Director is a member of the BCOE Graduate Advisory Council, which includes all graduate program directors/coordinators within the BCOE. The Graduate Advisory Council serves an advisory role to the Dean on issues related to graduate study.

Graduate programs at Indiana State University are administered by the Dean of the College of Graduate and Professional Studies (CGPS). CGPS maintains responsibility for developing and monitoring policies and procedures for issues such as admissions, graduate faculty status, assistantships, fellowships and scholarships, graduate program requirements, research tools proficiency guidelines, doctoral preliminary examinations, standards for student conduct, and resolution of grievances taken beyond the BCOE. Overall policies and regulations governing all graduate programs are brought before the Graduate Council, which is a standing committee of the University Faculty Senate. The immediate supervisor of both the Dean of the BCOE and the Dean of the CGPS is the Provost and Vice President for Academic Affairs, who reports to the President and ultimately to the Board of Trustees.

4. The program requires of each student a minimum of 3 full-time academic years of graduate study (or the equivalent thereof) and completion of an internship prior to awarding the doctoral degree.

The program requires that students complete a minimum of 3 full-time academic years of graduate study. Students may enter the program with a bachelor’s or a Master’s degree. Regardless of their degree at admission into the program, students must complete 3 academic years, and 2 years must be completed on ISU’s campus. Further, students must complete at least two consecutive semesters in residence as defined in the Graduate Catalog (Period of Concentrated Study Requirement section, available at http://catalog.indstate.edu/content.php?catoid=16&navoid=362#phd). The program culminates with a required 2000-hour predoctoral internship (School Psychology Doctoral Student Handbook, Appendix A). The program requirements are also listed in the Graduate Catalog (http://catalog.indstate.edu/preview_program.php?catoid=16&poid=2328&hl=school+psychology+phd&returnto=search).

5. The program engages in actions that indicate respect for and understanding of cultural and individual diversity.

The program affirms and actively supports the University and BCOE commitment to diversity. ISU embraces the diversity of individuals, ideas, and expressions. In 2008, President Bradley convened a university-wide Council on Diversity to assist with policy development, address affirmative action
complaints, and develop recommendations to promote recruitment and retention of minority students. The mission, vision, and priorities of the council are available at http://www.indstate.edu/diversitycouncil/vision.htm. In addition, a BCOE Cultural Audit Committee conducted climate surveys, focus groups, and administration of the Intercultural Development Inventory (IDI) Profile for college faculty and staff during a 14 month period in 2007-2008. The BCOE Diversity Implementation Team developed a diversity plan for 2010-2013 (http://coe.indstate.edu/diversity/) which includes mission, values, position statement, goals, and initiatives. Further, each department in the BCOE developed a diversity statement. The CDCSEP diversity statement is included in course syllabi and in the program handbook. The program continually seeks to increase diversity among students and faculty and to provide experiences with diverse cultures through the curriculum and practica. Policies, practices, and outcomes related to recruitment, retention, development of students and faculty, and diversity in curriculum and practica are discussed in Domain D.

6. The program adheres to and makes available to all interested parties formal written policies and procedures.

A6. REQUIRED TABLE

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<thead>
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<th>Item</th>
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<td>Student selection</td>
<td>1. School Psychology Brochure, Appendix B</td>
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| Academic preparation and admission requirements | 1. Graduate Catalog, http://catalog.indstate.edu/content.php?catoid=8&navoid=207#degr_seek_appl  
2. School Psychology Brochure, Appendix B  
2. ISU Graduate Express, http://www.indstate.edu/gradexpress/assistantships.htm  
3. Doctoral Student Handbook, Appendix #, p. 32 |
| Student performance evaluation, feedback, advisement, retention | 1. Graduate Catalog, http://catalog.indstate.edu/content.php?catoid=8&navoid=207#rete  
| Minimal levels of acceptable achievement | 1. Doctoral Student Handbook, Appendix A, p. 13, 20 |
| Student termination                 | 1. Office of Student Conduct and Integrity, http://www.indstate.edu/sci/interacting  
2. Doctoral Student Handbook, Appendix A, p. 29 |
| Due process                         | 1. University's Code of Student Conduct, Appendix C, p. 15  
No Domain A issues were identified in the program’s last decision letter or subsequent correspondence.

**Domain B: Program Philosophy, Objectives, and Curriculum Plan**

The program has a clearly specified philosophy of education and training, compatible with the mission of its sponsor institution and appropriate to the science and practice of psychology. The program’s education and training model and its curriculum plan are consistent with this philosophy.

1. The program publicly states an explicit philosophy of training by which it intends to prepare students for the practice of psychology.

   (a) Psychological practice is based on the science of psychology, which, in turn, is influenced by the professional practice of psychology; and

   The ISU doctoral program in school psychology is committed to training professional school psychologists for general practice in a variety of practice, teaching, and research settings. The program has adopted a scholar-practitioner model which reflects the strongly held value that science should inform practice and that competent practice should guide research and scholarship. This model emphasizes the importance of research while maintaining a strong focus on practice and community service, both of which are hallmarks of ISU. The program’s commitment to this philosophy is illustrated by the extensive use of field-based experiences and careful sequencing of theoretical and applied instruction. During field-based placements, students are required to select and support the implementation of research-based interventions. Our commitment to informing practice is demonstrated by faculty and student involvement at state and national levels as well as publication and professional presentations. Students are required to attend the fall conference of state organization (Indiana Association of School Psychologists) and are encouraged to attend national conferences (National Association of School Psychologists, American Psychological Association, American Educational Research Association). Finally, program faculty focus scholarship efforts toward topics of applied practice and strive to be role models for the integration of science and practice. Dr. Ball conducts research on the implementation and evaluation of intervention delivery in school settings. Dr. Nellis publishes and presents on topics of collaboration and professional practice.

   (b) Training for practice is sequential, cumulative, graded in complexity, and designed to prepare students for further organized training.
The school psychology program is designed to provide integrated training and field-based experiences that are progressively more extensive and multifaceted. Program goals and objectives focus on Assessment and Data-based Decision Making, Prevention and Intervention, Consultation and Collaboration, Research and Evaluation, and Professional Practice and Standards (Appendix E). Coursework is sequential in nature and provides the theoretical foundations and professional skills needed for field-based experiences and applied practice. Students identify an area of sub-specialty, which provides for further study into a topic area of their choice. Program requirements are designed to be met in a five-year timeframe, with full-time enrollment.

Early in the program, students take courses in academic and behavioral assessment and intervention, introduction to the profession, and ethical/legal principles. These courses provide the foundation for first-year, field-based experiences which are school-based and include shadowing, conducting academic assessment, and providing academic and behavior intervention under close supervision. Subsequent coursework focuses on theoretical foundations, specialized assessment, counseling skills, and supervision. Corresponding field-based experiences are progressive and diverse, and include multiple school-based settings, university clinics, and a residential facility. During the second year, students provide assessment, consultation, and interventions services within school-based and university clinic settings under faculty and advanced-doctoral student supervision. During the third year, students complete a 600 hour, school-based externship/internship. During the fourth year, students provide supervision in the university clinic and may elect to continue in supervised field experience. Coursework in research and statistics is also progressively sequenced and begins in year one. Following preliminary examinations and admission to candidacy, students may propose and conduct the dissertation study. The program culminates with a full-time, 2000-hour pre-doctoral internship in the fifth year.

The school psychology program is the only active, accredited doctoral program in the CDCSEP department since the Counseling Psychology program was moved to inactive status. The school psychology program is a separate entity from the Clinical Psychology Psy.D. program, which is housed in the Department of Psychology. The Clinical Psychology program promotes a practitioner-scientist model of training.

2. The program specifies education and training objectives in terms of the competencies expected of its graduates. Those competencies must be consistent with:
   (a) The program’s philosophy and training model;
   (b) The substantive area(s) of professional psychology for which the program prepares students at the entry level of practice;
   (c) An understanding of professional issues, including ethical, legal, and quality assurance principles.
### Required Table

| Goal #1: Assessment and Data-based Decision Making. Addresses 3 objectives, 10 competencies. |
| Goal #2: Prevention and Intervention. Addresses 2 objectives, 7 competencies. |
| Goal #3: Consultation and Collaboration. Addresses 3 objectives, 7 competencies. |
| Goal #4: Research and Evaluation. Addresses 3 objectives, 6 competencies. |
| Goal #5: Professional Practice and Standards. Addresses 5 objectives, 14 competencies. |

| Evaluation tools used to assess student performance and progress include Annual Portfolio/Performance Evaluation, Appendix G, Practicum Evaluations (Appendix H) Internship Evaluations (Appendix I), Preliminary Examinations (Appendix J) and Research Proficiencies. Tools are aligned with program goals, objectives, and competencies (Appendix K). |

| The minimum level of achievement for each evaluation tool is (a) Annual Portfolio: *Meets Expectation* rating for each of seven indicators on Portfolio Rubric, (b) Annual Performance Evaluation: Rating of *Basic* on the overall evaluation indicator, (c) Practicum and Internship Evaluations: average rating of 2.0 for competency, (d) Preliminary Examinations: *Pass or Pass following Conditions*, Research Proficiencies: grades of B or better in four research/statistics courses. |

3. In achieving its objectives, the program has and implements a clear and coherent curriculum plan that provides the means whereby all students can acquire and demonstrate substantial understanding of and competence in the following areas:

   (a) The breadth of scientific psychology, its history of thought and development, its research methods, and its applications.

   (b) The scientific, methodological, and theoretical foundations of practice in the substantive area(s) of professional psychology in which the program has its training emphasis.

   (c) Diagnosing or defining problems through psychological assessment and measurement and formulating and implementing intervention strategies (including training in empirically supported procedures).

   (d) Issues of cultural and individual diversity that are relevant to all of the above; and

   (e) Attitudes essential for life-long learning, scholarly inquiry, and professional problem-solving as psychologists in the context of an evolving body of scientific and professional knowledge.

Students in the ISU school psychology program complete a comprehensive curriculum with broad exposure to history as well as core behavioral components of psychology. The Schedule of Study and course sequence, located in Appendix L, details the required and elective courses. Exemptions are not permitted; however, prior graduate coursework can be reviewed by the director of training and the student’s committee, or the program faculty if a committee has not been formed, to determine if content and competencies were similar. The doctoral handbook, Appendix A, p. 5, explains this
B.3 Required Table. Course syllabi are provided in Appendix M.

<table>
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<tr>
<td>Required academic/training activities</td>
<td>Students enroll in EPSY 628: Biological Bases of Behavior which provides broad and general overview of biological aspects of behavior. The course also provides application of the concepts to case study assessments and intervention implications. EPSY 626: Child and Adolescent Psychopathology supplements the content of EPSY 628 by discussing the implications of biological functioning on clinical presentation and diagnosis.</td>
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<tr>
<td>How competence is assessed</td>
<td>Competence is assessed by Preliminary Examinations, course grades.</td>
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<tr>
<th>Curriculum area:</th>
<th>(B.3a) Cognitive aspects of behavior</th>
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<tbody>
<tr>
<td>Required academic/training activities</td>
<td>Students receive training in cognitive aspects of behavior via a number of courses. Cognitive theories are covered in SPSY 666: Cognitive Assessment and Intervention and learning theories are covered in SPSY 677: Behavioral Assessment and Intervention. Students also enroll in either PSY 603: Proseminar: Learning and Cognition or SPSY 698: Special Topics in School Psychology. Student feedback resulted in the offering of SPSY 698: Special Topics in School Psychology to provide coverage of multiple learning and emotional processing theories with an emphasis on the impact of social and emotional factors on cognition and behavior during childhood and adolescence. This combination of coursework addresses cognitive bases of behavior from both theoretical and practical perspectives to facilitate an integrated understanding of the relationship between cognitive functioning and observable behavior.</td>
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<tr>
<td>How competence is assessed</td>
<td>Competence is assessed by Preliminary Examinations, Practicum and Internship Evaluations, and course grades.</td>
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<tr>
<th>Curriculum area:</th>
<th>(B.3a) Affective aspects of behavior</th>
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<tbody>
<tr>
<td>Required academic/training activities</td>
<td>Students enroll in PSY 607: Social Bases of Individual Behavior and SPSY 682: Personality Appraisal I. This combination of coursework provides both theoretical and practical training related to the influence of affective functioning on behavior. Additionally, students who enroll in SPSY 698: Special Topics in School Psychology are provided additional instruction related to the interaction between affect, cognition, and learning theories.</td>
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<tr>
<td>How competence is assessed</td>
<td>Competence is assessed by Preliminary Examinations, Practicum and Internship Evaluations, and course grades.</td>
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<tr>
<th>Curriculum area:</th>
<th>(B.3a) Social aspects of behavior</th>
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<tbody>
<tr>
<td>Required academic/training activities</td>
<td>Students enroll in PSY 607: Social Bases of Individual Behavior. This course provides a broad and general overview of theory and research related to social influences on individual behavior.</td>
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<tr>
<td>How competence is assessed</td>
<td>Competence is assessed by Preliminary Examinations and course grades.</td>
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<tr>
<td><strong>Curriculum area:</strong></td>
<td><strong>(B.3a) History and systems of psychology</strong></td>
</tr>
<tr>
<td>Required academic/training activities</td>
<td>Coverage of history and systems of psychology is addressed in three courses. These courses are SPSY 600: Foundations of School Psychology: History and Practices, EPSY 624: Survey of Psychological Theories, and SPSY 785: Advanced Seminar in School Psychology. This combination of coursework provides students with sequential exposure to the history of professional psychology, psychological service delivery systems, foundational psychological theories, and application of psychological theory to practice within various contexts.</td>
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<tr>
<td>How competence is assessed</td>
<td>Competence is assessed by Preliminary Examinations and course grades.</td>
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<tr>
<td><strong>Curriculum area:</strong></td>
<td><strong>(B.3a) Psychological measurement</strong></td>
</tr>
<tr>
<td>Required academic/training activities</td>
<td>Psychology measurement is covered in multiple courses including EPSY 620: Foundations of Research, SPSY 600: Foundations of School Psychology and Practices, SPSY 666: Cognitive Assessment and Intervention, SPSY 670: Diagnosis, Treatment, and Management of Reading Disabilities, and SPSY 682: Personality Appraisal I. These courses are taken early in the training program to provide the needed foundation for subsequent coursework and early fieldwork. Measurement issues are continually revisited in practicum and internship courses.</td>
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<tr>
<td>How competence is assessed</td>
<td>Competence is assessed by Preliminary Examinations, Practicum and Internship Evaluations, and course grades.</td>
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<tr>
<td><strong>Curriculum area:</strong></td>
<td><strong>(B.3a) Research methodology</strong></td>
</tr>
<tr>
<td>Required academic/training activities</td>
<td>Research methodology is addressed by a sequence of four courses that cover methodology and statistics in an integrated manner. Students are required to take EPSY 620: Foundations of Research, EPSY 712: Statistical Inference, and EPSY 710: Introduction to Qualitative Methods of Inquiry. Students enroll in either COUN 736: Research Seminar or SPSY 695: Research in School Psychology which is designed to assist with dissertation proposal development. COUN 736 was offered through 2013 and both counseling psychology doctoral students and school psychology doctoral students enrolled. Beginning in fall 2013, SPSY 695 will be offered and all school psychology students will enroll in that course.</td>
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<tr>
<td>How competence is assessed</td>
<td>Competence is determined by course grades.</td>
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<tr>
<td><strong>Curriculum area:</strong></td>
<td><strong>(B.3a) Techniques of data analysis</strong></td>
</tr>
<tr>
<td>Required academic/training activities</td>
<td>Data analysis is covered in a sequence of courses, which also cover research methodology. Students enroll in EPSY 712: Statistical Inference, and EPSY 710: Introduction to Qualitative Methods of Inquiry. Depending on the anticipated nature of the student’s dissertation,</td>
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Indiana State University – School Psychology
students enroll in either EPSY 711: Advanced Qualitative Methods and Inquiry or 713: Multivariate Statistics and Advanced Research Design.

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<th>How competence is assessed</th>
<th>Competence is determined by course grades.</th>
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<tr>
<th>Curriculum area:</th>
<th>(B.3b) Individual differences in behavior</th>
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<tr>
<td>Required academic/training activities</td>
<td>Individual differences in behavior is covered in SPSY 677: Behavioral Assessment and Intervention, EPSY 626: Child and Adolescent Psychopathology, SPSY 666: Cognitive Assessment and Intervention, and SPSY 682: Personality Appraisal I. This combination of coursework promotes practical, conceptual, and theoretical understanding of individual differences in behavior as they relate to cognitive, affective, and biological functioning.</td>
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<td>How competence is assessed</td>
<td>Competence is assessed by Preliminary Examinations, Practicum and Internship Evaluations, and course grades.</td>
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<tr>
<th>Curriculum area:</th>
<th>(B.3b) Human development</th>
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<tr>
<td>Required academic/training activities</td>
<td>Broad and general coverage of human development is covered in EPSY 621: Development Through the Lifespan.</td>
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<tr>
<td>How competence is assessed</td>
<td>Competence is assessed by Preliminary Examinations, Practicum and Internship Evaluations, and course grades.</td>
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<tr>
<th>Curriculum area:</th>
<th>(B.3b) Dysfunctional behavior or psychopathology</th>
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<tr>
<td>Required academic/training activities</td>
<td>Dysfunction in human behavior and the associated psychopathology is covered in EPSY 626: Child and Adolescent Psychopathology. SPSY 677: Behavioral Assessment and Intervention also addresses challenging behaviors. Together, the courses cover issues of identification, assessment, diagnosis, and treatment planning related to dysfunctional individual behavior.</td>
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<tr>
<td>How competence is assessed</td>
<td>Competence is assessed by Preliminary Examinations, Practicum and Internship Evaluations, and course grades.</td>
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<tr>
<th>Curriculum area:</th>
<th>(B.3b) Professional standards and ethics</th>
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<tr>
<td>Required academic/training activities</td>
<td>Professional standards and ethics are addressed in multiple courses as they permeate all practices and experiences. This topic is directly covered in SPSY 600: Foundations of School Psychology: History and Practices and SPSY 685: Seminar in School Psychology: Ethics. Further, this area is covered in SPSY 686: Practicum in School Psychology, SPSY 791: Advanced Internship in School Psychology, and SPSY 891: Doctoral Internship as students provide school psychological services under supervision. Early in the program, this area is addressed through training on ethical principles and use of an ethical decision making process which is applied to case studies. In subsequent courses, this knowledge and skill is applied to student cases in practicum and internship.</td>
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<tr>
<td>How competence is assessed</td>
<td>Competence is assessed by Preliminary Examinations, Practicum and Internship Evaluations, and course grades.</td>
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<tr>
<td>Curriculum area:</td>
<td><em>(B.3c) Theories and methods of assessment and diagnosis</em></td>
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<tr>
<td>Required academic/training activities</td>
<td>Theories and methods of assessment and diagnosis are covered in multiple courses, including SPSY 666: Cognitive Assessment and Intervention, SPSY 667: Preschool Psychoeducational Assessment and Intervention, SPSY 670: Diagnosis, Treatment, and Management of Reading Disabilities, SPSY 677: Behavior Assessment and Intervention, SPSY 678: Practicum in Psychoeducational Interventions, SPSY 682: Personality Appraisal I, and SPSY 686: Practicum in School Psychology. Various methods are covered to provide students with the knowledge and skill needed to be proficient in diverse settings. For example, standardized cognitive, personality, behavior, and academic methods are taught as are methods such as curriculum-based measurement, interviewing, and observational methods. Courses taken early in the program (SPSY 666, 667, 670, 677, and 682) provide instruction in test/method selection, administration, scoring, and interpretation while practicum courses (SPSY 678 and 686) provide opportunities for application of assessment methods in school- and clinic-based settings.</td>
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<tr>
<td>How competence is assessed</td>
<td>Competence is assessed by Preliminary Examinations, Practicum and Internship Evaluations, and course grades.</td>
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<tr>
<th>Curriculum area:</th>
<th><em>(B.3c) Theories and methods of effective intervention</em></th>
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<tbody>
<tr>
<td>Required academic/training activities</td>
<td>Intervention theories and methods are covered in SPSY 666: Cognitive Assessment and Intervention, SPSY 667: Preschool Psychoeducational Assessment and Intervention, SPSY 670: Diagnosis, Treatment, and Management of Reading Disabilities, SPSY 677: Behavior Assessment and Intervention, SPSY 678: Practicum in Psychoeducational Interventions, SPSY 686: Practicum in School Psychology, and COUN 533: Techniques of Counseling. While many of these courses also address assessment and diagnosis, there is an integrated emphasis on intervention design, implementation, and evaluation. Courses taken early in the program address intervention theories, evidence-based practices, and intervention implementation while practicum courses provide opportunity for skill application in school- and clinic-based settings.</td>
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<tr>
<td>How competence is assessed</td>
<td>Competence is assessed by Preliminary Examinations, Practicum and Internship Evaluations, and course grades.</td>
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<tr>
<th>Curriculum area:</th>
<th><em>(B.3c) Theories and methods of consultation</em></th>
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<tr>
<td>Required academic/training activities</td>
<td>Models and principles of consultation are covered in SPSY 680: School Psychology Consultation and SPSY 686: Practicum in School Psychology. These courses address individual- as well as systems-level consultation principles. SPSY 680 covers the theory and research related to consultation and integrates applied projects at both the individual and systems level. SPSY 686 allows opportunities for application of acquired knowledge to school- and clinic-based settings.</td>
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<tr>
<td>How competence is assessed</td>
<td>Competence is assessed by Preliminary Examinations, Practicum and Internship Evaluations, and course grades.</td>
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<tr>
<td>Curriculum area:</td>
<td>(B.3c) Theories and methods of supervision</td>
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<tr>
<td>Required academic/training activities</td>
<td>SPSY 688: Supervision in School Psychology addresses theories of supervision and provides an experiential component where advanced doctoral students provide supervision for first- and second-year school psychology students in the university clinic and school-based setting, under the direction of a faculty supervisor.</td>
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<td>How competence is assessed</td>
<td>Annual Performance Evaluation and course grades.</td>
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<tr>
<th>Curriculum area:</th>
<th>(B.3c) Theories and methods of evaluating the efficacy of interventions</th>
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<tr>
<td>Required academic/training activities</td>
<td>Methods for evaluating the efficacy of interventions is covered in SPSY 670: Diagnosis, Treatment, and Management of Reading Disabilities, SPSY 677: Behavior Assessment and Intervention, SPSY 678: Practicum in Psychoeducational Interventions, SPSY 680: Consultation in School Psychology, and SPSY 686: Practicum in School Psychology. Theory and methods are covered early in the program and practicum courses provide opportunity to apply knowledge and skills to groups, individual clients, and systems/ agencies.</td>
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<tr>
<td>How competence is assessed</td>
<td>Competence is assessed by Preliminary Examinations, Practicum and Internship Evaluations, and course grades.</td>
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<tr>
<th>Curriculum area:</th>
<th>(B.3d) Issues of cultural and individual diversity that are relevant to all of the above</th>
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<tr>
<td>Required academic/training activities</td>
<td>Students enroll in COUN 666: Multicultural Counseling which provides a broad focus on issues of diversity, self-awareness, and the transactional approach to multi-cultural interaction. Issues of diversity are also interwoven into numerous assessment and intervention courses including SPSY 666: Cognitive Assessment and Intervention, SPSY 682: Personality Appraisal I, and COUN 533: Techniques of Counseling. Students apply this knowledge and skill in practicum and internship.</td>
</tr>
<tr>
<td>How competence is assessed</td>
<td>Competence is assessed by Preliminary Examinations, Practicum and Internship Evaluations, and course grades.</td>
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<tr>
<th>Curriculum area:</th>
<th>(B.3e) Attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving</th>
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<tr>
<td>Required academic/training activities</td>
<td>This area is addressed directly in courses such as SPSY 600: Foundations of School Psychology: History and Practices and SPSY 898: Doctoral Seminar. Students also engage in self-reflection and personal goal setting in a number of other courses including SPSY 680: Consultation in School Psychology, SPSY 686: Practicum in School Psychology, and SPSY 791: Advanced Internship in School Psychology.</td>
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<tr>
<td>How competence is assessed</td>
<td>Competence is assessed by Preliminary Examinations, Practicum and Internship Evaluations, and course grades.</td>
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Program faculty intentionally designed course delivery methods based on course content, expectations, and student schedule. All SPSY courses in the school psychology program include an
online component via Blackboard. Course syllabi, materials, and reading lists are provided through Blackboard for each course. This provides students with efficient access to materials and announcements. At the discretion of individual course instructors, some courses utilize additional Blackboard features, such as announcements, blogs, discussion boards, and journals to provide interactive faculty-student and student-student experiences. This provides for effective and efficient communication, as well as opportunities for discussion and feedback. Blackboard Collaborate, which allows for synchronous online class sessions, is also used for select courses including SPSY 600, EPSY 624, EPSY 628, SPSY 670, SPSY 677, SPSY 680, and SPSY 682. For these courses, students are able to participate via distance or in-person on campus. Class sessions are often recorded to allow students later retrieval options; however, real-time attendance and participation are required elements of these courses. Select courses are offered in hybrid distance format options, requiring both asynchronous online and limited in-person attendance. Some students complete these courses in the hybrid format, whereas others complete coursework in exclusively face-to-face modalities. These courses include EPSY 620, COUN 533, and CIMT 660. Additional courses are offered exclusively via asynchronous distance due to students being geographically dispersed for internship placements or in other locations during the summer months. These include EPSY 621, EPSY 628, SPSY 685, SPSY 698, SPSY 791, and SPSY 891.

Program courses that are offered as distance or hybrid courses include interactive components, participation in synchronous online class meetings in which students participate using microphones, and occasional in-person class meetings. Student account username and password logins are required to access Blackboard and thus participate in class sessions and activities. Given the small enrollment size in these courses and the additional face-to-face program-level interaction that occurs between faculty and students, faculty are familiar with the students. Privacy restrictions are in place for Blackboard features such as the private journal, gradebook, and assignments so that students in the course are not able to view one another’s content in these sections. Some Blackboard features (e.g., blog, discussion board, chat) are not private and posts are attached to an individual student. Students are informed of this at the beginning of the semester and reminded as needed during Collaborate sessions. No additional program fees are associated with verification of student identity.

4. Additionally, the program requires that its students receive adequate and appropriate practicum experiences. To this end the program should:

   (a) Place students in settings that: are clearly committed to training; supervise students using an adequate number of appropriate professionals; and provide a wide range of training and educational experiences through applications of empirically supported intervention procedures;

Practicum experiences begin during students’ first semester in the program and continue until time for internship. Practica are conducted in school-based and clinic-based settings. Experiences are planned sequentially to provide opportunity for (1) the application of knowledge and skills taught in content courses and (2) the integration of such knowledge and skills. Practica begins with highly structured experiences and progresses to less structured and more independent experiences. Practica settings and experiences are aligned with program goals and objectives to ensure that students have the opportunity to demonstrate skills, receive feedback, and develop professionally. Supervision is provided by core program faculty, all of whom have expertise and licensure in school psychology. Supervision is provided through both individual- and group-sessions on a weekly basis. Advanced doctoral students also provide individual and group supervision to students in the first and second year of the program. Additionally, field-based professionals provide supervision and mentoring. Students are evaluated by university faculty and supervisors. Field-based supervisors
provide evaluation feedback four times during the academic year. Any areas of concern or ratings of Does Not Meet Expectations are addressed through remediation by the faculty supervisor.

(b) Integrate the practicum component of the students’ education and training with the other elements of the program and provide adequate forums for the discussion of the practicum experience;

The sequence of practica is designed intentionally to align with coursework content. Practica courses include class meeting times to ensure ample opportunity for discussion of cases, experiences, successes, and challenges being encountered in the practicum setting.

(c) Ensure that the sequencing, duration, nature, and content of these experiences are both appropriate for and consistent with the program’s immediate and long-term training goals and objectives; and

During the first year, students complete practica experiences in two school settings. One experience involves shadowing and interviewing school psychologists, under the direction of a school district school psychology coordinator. This expands upon the content being covered in courses such as SPSY 600: Foundations of School Psychology: History and Practices. The second, first-year practica experience involves conducting academic assessments and providing small group academic and behavioral intervention for K-12 students. This experience is part of two semesters of SPSY 678: Practicum in Psychoeducational Interventions, during which students participate in the Reading Enhancement for Academic Development (READ) program. READ requires students to apply the assessment and intervention skills covered in SPSY 670: Diagnosis, Treatment, and Management of Reading Disabilities and SPSY 677: Behavior Assessment and Intervention. At the end of the first year, students have developed and demonstrated skills in curriculum-based measurement, student progress monitoring, group intervention design and delivery, intervention evaluation, and professional ethical practices.

During the second year, students complete two semesters of practicum in both a school setting and a university clinic, Porter School Psychology Center (PSPC) as part of SPSY 686: Practicum in School Psychology. Students spend a minimum of one day per week in an assigned school district, working under the supervision of a district school psychologist. Students engage in a variety of activities including assessment, consultation, intervention design and delivery, and observations. The university clinic, PSPC, provides an opportunity to conduct comprehensive evaluations for clients from the community including children, adolescents, and adults with a range of presenting problems. Students are required to complete two or three complete evaluations during their practice in PSPC, including intake interviews, assessment, integrated reports, and feedback. As appropriate, students also have the opportunity to deliver academic, social-emotional, and/or behavioral interventions based on recommendations and demonstrated client needs. These practica experiences provide an opportunity for students to apply the knowledge and skills they have acquired during courses such as SPSY 666: Cognitive Assessment and Intervention, SPSY 667: Preschool Psychoeducational Assessment and Intervention, SPSY 680: School Psychology Consultation, SPSY 682: Personality Appraisal I, and SPSY 685: Seminar in School Psychology: Ethics. At the conclusion of the second year, students have developed and demonstrated skills in consultation, intervention delivery and evaluation, assessment and data-based decision making, evidence-based practices, and ethical and legal principles.
During the third year, doctoral students complete a 600-hour, school-based externship as part of SPSY 791: Advanced Internship in School Psychology. Students are expected to act more independently but still require supervision from an on-site supervisor. At the conclusion of the externship, students are expected to be able to conduct comprehensive evaluations with minimal supervision; select, design, deliver, and evaluate evidence-based interventions; engage in effective consultation with school staff, families, and educational teams; and demonstrate adherence to ethical and legal principles and requirements.

During the fourth year, doctoral students enroll in SPSY 688: Supervision in School Psychology. As part of this course, students provide supervision to first- and second-year practicum students in both school-based settings and PSPC. Students are expected to utilize basic supervision strategies according to an identified supervision model, demonstrate adequate clinical knowledge and skill to provide quality case supervision, and exhibit professional skills consistent with the responsibilities of individual supervision. Students may elect to apply for additional practicum experiences through the ISU ADHD Clinic or local schools/agencies. Such experiences are encouraged to further develop professional skills in more clinical and more diverse settings. At the conclusion of the fourth year, students are expected to be prepared for the culminating field experience, which is a 2000-hour, full-time pre-doctoral internship (SPSY 891 Doctoral Internship).

**d) Describe and justify the sufficiency of practicum experiences required of students in preparation for an internship.**

Practicum settings (Table 2) are selected and approved by core program faculty. Settings which can provide supervision by a doctoral level individual are sought. Availability of such sites is limited in the local community, and students often travel to districts that can provide the needed supervision, especially during second- and third-year. All field-based supervisors for second year practicum placements hold school psychologist licensure. Third-year externship and fifth-year internship field supervisors preferably hold state psychologist licensure but at a minimum hold school psychologist licensure. Program faculty provide supplemental supervision when needed. Telesupervision is not utilized to provide the minimum supervision requirements. Settings provide opportunities to work with children, youth, families, and school/agency staff. Program faculty meet, either in person or via phone or online meetings, with practicum and internship site administrators and supervisors. Potential sites are provided information about program expectations and requirements are detailed in an Internship Manual (Appendix N), and students complete site evaluations (Appendix N, p. 22-27) at the conclusion of their internship experience. This information is reviewed by program faculty when making future placements.

Student performance and progress is evaluated annually using a variety of assessment and evaluation tools, which vary depending on the student's year in the program. Tables in Appendix K describe the tools and illustrate the alignment between each with program goals, objectives, and competencies. Appendix O contains information about the minimum level of achievement at the student- and program-level. Student progress during practica is monitored closely and utilized to determine the student's preparation for subsequent field-based experiences. Students are expected to earn average ratings of 2.0 (equivalent to “Meets Expectations”) in each domain assessed and in the overall evaluation rating completed by supervisors during both the first- and second-year practicum. Students who receive this level of rating, or higher, are viewed as demonstrating the skills needed for their level of development and are thus determined to have successfully completed the practicum in which they are enrolled. Such students continue with the next level of planned field experience (e.g., practicum or internship). If a student does not receive ratings at this level, faculty
meet individually with the student to discuss his/her performance and progress and identify the needed actions and remediation. Progression in the next level of field experience does not occur until faculty have evidence of skills at the expected level of achievement.

Domain B issues were identified in the CoA response to the 2008 site visit (Appendix P). Following the site visit, the program was asked to provide (1) clarification regarding how all students are provided broad and general coverage in biological aspects of behavior and affective aspects of behavior, (2) an update on the status of the requirement of PSY 607, (3) corrected internship placement data, and (4) a description of how the program determines that practicum experiences are sufficient for internship preparation. Correspondence from the CoA dated December 15, 2009 and December 29, 2010 documents that the program satisfactorily addressed these issues.

Domain C: Program Resources

The program demonstrates that it has resources of appropriate quality and sufficiency to achieve its education and training goals and objectives.

1. The program has an identifiable core faculty responsible for its leadership who:

The ISU school psychology doctoral program is currently supported by the professionals listed in Table 3. Abbreviated curriculum vita for core and associated faculty are included in Appendix Q. Core faculty members contribute at least 50% of their time to the school psychology doctoral program through participation in activities such as teaching; advising; program development, coordination, and evaluation; monitoring of student progress and outcomes; and providing supervision for clinical experiences, teaching activities, dissertation, and research. Associated faculty teach required program courses, supervise teaching assignments, supervise dissertations and research, and supervise field experiences. These individuals also provide feedback regarding student performance and development, and participate on school psychology faculty search committees. Other program contributors provide regular clinical supervision as part of program fieldwork and teach program courses on an adjunct basis.

(a) Function as an integral part of the academic unit of which the program is an element;

Leadership for the school psychology doctoral program is provided by core faculty. Program faculty are full-time, tenure-track members of the CDCSEP department and serve on a variety of department, college, and university committees. Core program faculty maintains Graduate Faculty Status with the College of Graduate and Professional Studies. Core faculty serves on the college level Graduate Advisory Council. The school psychology program is represented by one of the core faculty on both the department’s Program Advisory Council (PAC) and the University Hall Clinic Committee. The PAC serves to coordinate and integrate cross-disciplinary efforts and provides a mechanism for all programs in the department to be informed about and give input on program-level decisions. The University Hall Clinic Committee serves to coordinate and integrate activities and services provided by the University Hall Clinics, which includes PSPC. Core faculty meets on a regular basis as part of the School Psychology Program Committee, which also includes the department chairperson and a student representative for both the Ph.D. and Ed.S. school psychology programs.

(b) Are sufficient in number for their academic and professional responsibilities;

Currently, the core school psychology faculty consist of two members. Dr. Ball and Dr. Nellis were
both trained as professional school psychologists and have extensive clinical experience in school settings. A search is currently underway to fill a third, tenure-track school psychology position due to a spring 2012 non-tenure decision for a school psychology faculty. The position description and search process is designed to result in the hire of a faculty with school psychology training, credentials, and expertise. A successful search will result in three core faculty. Currently, nine associated faculty provide substantial program contributions through teaching and supervision of student research and dissertation. Collectively, the core and associated faculty support the training and preparation of 30 doctoral students, 17 of which who are currently on-campus.

Dr. Nellis serves as the Director of Training for the doctoral program and Dr. Ball is the director of the Porter School Psychology Center and coordinates the Ed.S. program in school psychology. Dr. Ball’s responsibilities solely serve the school psychology programs and include teaching, clinical supervision, clinic coordination, and dissertation supervision for students in the doctoral program. Dr. Nellis currently has non-program responsibilities as a Sponsored Programs Fellow and principal investigator for a technical assistance resource center. Dr Nellis’ responsibilities to the school psychology program include doctoral program leadership, dissertation supervision, clinical supervision, and teaching.

Teaching responsibilities of the core school psychology faculty only include courses within the school psychology program. Courses are taken by both Ed.S. and Ph.D. school psychology students. Faculty teaching load includes four courses per semester, which includes clinical supervision time and responsibilities. Advisement and training responsibilities include developing students’ schedule of course study, monitoring student performance and progress, student recruitment and admission, conducting annual performance evaluation, conducting preliminary examinations, preparing students for pre-doctoral internship, completing program reports and improvement activities, and addressing issues of student competency and remediation when the need arises.

(c) Have theoretical perspectives and academic and applied experiences appropriate to the program’s goals and objectives;

The program espouses a scholar-practitioner model with an emphasis on preparing individuals for professional practice in diverse settings. Both Dr. Ball and Dr. Nellis have worked extensively in applied settings, as well as taught previously in school psychology training programs. Areas of focus and expertise align with the program’s commitment to the integration of scholarship and practice through professional skills in assessment, prevention and intervention, consultation, research and evaluation. Dr. Ball has worked in both the K-12 school setting and independent practice and continues to do so, providing services to children, adolescents, and adults. She joined the school psychology faculty at ISU in 2011, having taught previously in the school psychology program at Ball State University. Dr. Nellis has worked as a school psychologist and consultant in the K-12 setting for 16 years. She continues to work extensively with school psychologists, school district administrative teams, and state departments of education. Additionally, Dr. Nellis has extensive grant and sponsored program experience. She joined the ISU faculty in 2009, with five years of faculty experience and 4 years of university administrative experience.

(d) Demonstrate substantial competence and have recognized credentials in those areas which are at the core of the program’s objectives and goals; and

Both Dr. Ball and Dr. Nellis have a Ph.D. in school psychology and hold the school psychologist license and the National Certification in School Psychology. In addition, Dr. Ball holds the
psychologist license and has experience in both the K-12 school setting and independent practice. Her scholarship focuses upon intervention, assessment, and data-based decision making, which are areas of program emphasis. Dr. Nellis’ scholarship and sponsored program activity focuses upon collaboration and consultation, data-based decision making, and professional practices in school psychology. These areas of focus support the program emphases on collaboration, prevention and intervention, leadership, and systems-level change.

**(e) Are available to and function as appropriate role models for students in their learning and socialization into the discipline and profession.**

Core faculty serve as role models for the doctoral students in a number of capacities. First, the core faculty members engage in professional activities such as direct service, consultation, or supervision of direct services being provided to children and adolescents. These professional activities represent a comprehensive array of professional services including formal and informal assessment, intervention implementation and monitoring, and consultation at the systems-, consultee-, and client-level. Core faculty also engage doctoral students in research teams and projects, serve as members of dissertation committees, and conduct conference presentations and prepare manuscripts with students. Dissertation committees are composed of three members, one of which must be a school psychology core faculty. Additionally, core faculty members are actively involved in professional associations at the state and national level through leadership roles and contribute to the profession of school psychology as, for example, journal reviewers, taskforce members, and executive committee members. This involvement has provided opportunity for doctoral students to attend national conferences and meetings and assist the state school psychology association with a needs assessment and strategic planning.

Associated faculty makes substantial contribution to the school psychology doctoral program through various roles. These faculty members teach required program classes in areas that align with credentials and expertise. For example, Drs. Ganapathy-Coleman, Hampton, McQueen, and Sperry teach research methodology and statistics courses, Dr. Balch teaches a course on cultural and individual diversity (COUN 666: Multicultural Counseling) Dr. Roberts-Pittman teaches an advance seminar course on systems-level services and crisis response, and Dr. Dietz teaches SPSY 682: Personality Appraisal I. Dr. Dietz also provides clinical supervision for doctoral students in practicum and internship. Associated faculty members also engage students in research and scholarship and serve as dissertation committee members and chairpersons. Drs. Ganapathy-Coleman, Hampton, MacDonald, and Sperry have chaired or served on numerous school psychology dissertation committees over recent years. Additionally, Dr. Sailes provides supervision for doctoral students who are teaching undergraduate educational psychology courses and engages students in research and scholarly presentation. Associated faculty members are reviewed on a regular basis per the retention, promotion, and tenure requirements and guidelines of the department and BCOE.

Other contributors to the program include those who teach specific courses on an as-needed basis, provide ongoing practicum or internship supervision, and serve on dissertation committees. Faculty from the psychology department contributes as course instructors, for example Dr. Brubaker teaches PSY 607: Social Bases of Individual Behavior, and Dr. O’Laughlin supervises the ISU ADHD Clinic and serves on dissertation committees. Dr. Shamsaie and Dr. Olsen provide ongoing practicum and internship supervision for doctoral students in their respective settings. Dr. John Olsen is the Coordinator of Psychological Services at Covered Bridge Special Education District which serves four school districts in the ISU region. Dr. Shamsaie is the psychologist at Gibault Children’s Services, a residential facility in the Terre Haute area that provides educational and therapeutic for children and
adolescents with emotional and behavioral disturbance, substance abuse issues, and histories of physical and sexual abuse. Additional contributors include those who teach specific courses on an as-needed basis. Several course instructors have taught for multiple years which support continuity and program alignment. Course instructors are selected by the core program faculty and the department chairperson based upon training, credentials, and areas of expertise. Course instructors are evaluated by the department retention, promotion, and tenure committee each semester that they teach. This review provides instructors formative feedback and provides a mechanism to inform future hiring decisions.

2. The program has an identifiable body of students at different levels of matriculation who:

(a) Are of sufficient number to ensure opportunities for meaningful peer interaction, support, and socialization;

Enrollment for the ISU doctoral school psychology program varies each year (Table 4). The school psychology doctoral program currently has 30 students at different levels of matriculation (Table 6). Seventeen students are on-campus, two are completing their pre-doctoral internship away from campus (SPSY 891: Doctoral Internship), and seven have completed internship and are finishing their dissertations. Of the on-campus students, two are fourth-year students, five are third-year students, six are second-year students, and four are first-year students. Additionally, there are currently four students who are beyond the seventh-year in the program (Table 7). Three of the students have completed the pre-doctoral internship and are working on dissertation with anticipated completion dates within the next 16 months. Communication with one student has not been effective in eliciting responses. This student will time out of the program in 2013 and if no contact has been made by that time, the individual will be eliminated from the program. To date, we have five students in the incoming doctoral cohort for 2013-2014. On-campus students are members of Student Affiliates in School Psychology (SASP), the program’s student organization (Appendix R). SASP members are highly involved in activities at multiple levels (program, college, university, and community). SASP members assist with recruitment of new students by interviewing prospective students and providing input to program faculty, conduct presentations at college level fairs and exhibits, present at undergraduate classes and Psi Chi meetings, organize workshops and presentations on campus, and organize social events.

(b) By interest, aptitude, and prior achievement are of quality appropriate for the program’s goals and objectives; and

The program seeks high quality students who display potential to articulate, assimilate, and demonstrate the program training model. Students may enter at the bachelor’s or master’s level in psychology, education, or a related field. Admission application requires a vita, personal statement, transcript, GRE scores, and three letters of recommendation. Applicants attend on-campus interviews with core and associated faculty as well as current students. To be considered for admission, applicants must have significant experiences with school-age children and youth and demonstrate potential to engage graduate coursework, field experience, and research/evaluation. The program requires a minimum undergraduate GPA (2.70), minimum graduate GPA (3.50), if applicable. Admission decisions are based upon multiple sources of information which are collectively utilized to determine an applicant’s fit with the program’s training model and goals as well as their potential for success in the program (Table 5). In situations where the interview committee is uncertain about an applicant’s preparation and fit with the doctoral program, an admission offer to the Ed.S. program is made with the understanding that the student may apply to the doctoral program following year one or
two without negative consequence. This practice was introduced in response to numerous program changes in the past which impacts program attrition. Two admission application cycles (December 15 and April 15) are implemented and admission offers are extended mid-February and mid-May.

(c) Reflect through their intellectual and professional development and intended career paths the program’s goals, objectives, and philosophy.

Successful students demonstrate a commitment to becoming professional psychologists with expertise in school psychology. Our students are engaged in coursework, field experiences, and scholarly endeavors that collectively prepare them to be successful in a variety of employment settings. Graduates are employed in various settings (e.g., educational agencies, university academia, and independent practice (Table 9).

3. The program has, and appropriately utilizes, the additional resources it needs to achieve its training goals and objectives. The resources should include:

(a) Financial support for training and educational activities;

Financial support is provided to students through assistantship, fellowship, and scholarship awards through the College of Graduate and Professional Studies (CGPS, http://www.indstate.edu/graduate/) and the Bayh College of Education (BCOE, http://coe.indstate.edu/resources/index.htm). School psychology doctoral students receive the majority of the department’s graduate assistantship funding and have the highest priority when such awards are being determined. Students are notified about assistantship opportunities and awards through the CDCSEP department office. Assistantships are awarded on an annual basis based on student application, departmental need, and available funds.

Three department-level awards are available to school psychology doctoral students. The Dr. Liam K Grimley Professional Development Award and the Bonnidell Clouse Research Award Application are application-based awards (Appendix S). Students are informed about and encouraged to apply for these awards annually. The Herman Becker Award is given to the outstanding doctoral student of year. These awards provide funding that can be utilized for professional development, research, and training. Award recipients are selected by program committees in the CDCSEP department and are honored during a spring awards celebration.

In addition, several funding opportunities exist for faculty and students. Faculty receive departmental funds to support professional travel and may apply for additional support from the Blumberg Center for Interdisciplinary Studies in Special Education (http://www.indstate.edu/blumberg/). Additional funding support is available through awards issued at the college-level through the BCOE Dean's Office (http://coe.indstate.edu/resources/index.htm). Students receive funding support to attend state and national conferences from the school psychology program.

Additionally, students may apply to the BCOE for awards such as the Adams Student Fellowship Award. Financial support for research and professional travel is also available to students through the BCOE’s Graduate Student Research and Professional Development Fund (http://coe.indstate.edu/resources/index.htm) and the CGPS Graduate Student Research Fund (http://www.indstate.edu/gradexpress/research-fund.htm). Students are informed about these opportunities in SPSY 898: Doctoral Seminar, email communication, and posting to the School Psychology Programs Blackboard group in which all students are enrolled. School psychology
doctoral students have been highly successful in application for these funds, which have been used for travel and presentation at national conferences and dissertation research.

(b) Clerical and technical support;

The department has four full-time support staff members. Ms. Patty Snyder is the student services assistant for the school psychology programs. In that role, she assists with admissions, interviews, program committee meetings, file maintenance, student inquiries and questions, and faculty support. Ms. Sandie Edwards coordinates the graduate assistantships and serves as the student services assistance for the counseling programs. Ms. Karen Meeks handles class schedules, budget, travel, and personnel issues. Ms. Dori Ball Roberts provides support to students and faculty in the University Hall Clinic.

All faculty members have laptop computers as well as docking stations and computer monitors in their office. The university provides all faculty, staff, and students with computer accounts that allow email communications, provide Internet and Blackboard access, and permit research activities. Additional technology and equipment may be purchased using funds available from departmental resources. Faculty have purchased and utilize items such as Livescribe, webcams, and headphones with microphones. Technical support is available to faculty, staff, and students through the BCOE’s Instructional and Information Technology Services (IITS), and through the university’s Office of Instructional Technology (OIT, http://www.indstate.edu/oit/). Through IITS, students and faculty can check out wireless laptops, digital video and still cameras, Tablet PCs, projectors, and various media devices for use in the classroom and field. OIT supports the operation of two computer labs on campus and 22 wireless print stations across campus, one of which is located in University Hall. Students have access to the labs and print stations and are provided a 1000 black/white pages print allotment at the beginning of each semester of enrollment. OIT also offers training on the utilization of technology resources and provides faculty and students with design and printing services for conference presentations. The Extended Learning office (http://www.indstate.edu/academicaffairs/fdcalendar.htm) offers technology-based workshops with a strong pedagogy focus. Workshops assist faculty with course management software (WebCT, Blackboard), statistical software (SAS, SPSS), educational portfolio software (LiveText, Tk20), as well as Microsoft Office products and other general-use software.

(c) Training materials and equipment;

Resources for program-related training materials and equipment are included in the CDCSEP department, BCOE, and university budgets. Program needs related to textbooks, assessment materials, teaching resources, and research supplies are provided through the departmental operating budget. Additional program development funds are available through an annual contribution from the Blumberg Center for Interdisciplinary Studies in Special Education. Funds generated through contracted services with school districts are also utilized to purchase assessment materials, training materials, and computer scoring programs. Technology-related equipment needs are addressed through the BCOE Information Technology Advisory Committee (ITAC), a faculty committee that provides guidelines for faculty competencies, recommendations for student technology standards, and oversees allocation of new technology purchases and requests. ITAC also maintains the college’s Technology Plan and works with the IITS director to ensure that all areas have adequate technology resources. Additionally, IITS operates in close cooperation with OIT to coordinate purchases for labs, faculty, and staff.
(d) Physical facilities;

The school psychology program of the CDCSEP department is physically located in University Hall, home of the BCOE. University Hall is wireless and has technology-enhanced classroom and conference rooms. Faculty and instructor offices are located on the third floor of University Hall. A CDCSEP departmental suite is located on the second floor with offices for the department chairperson, Dr. Sperry, and support staff members. The departmental suite also includes a mailroom, work room, secured file room, and conference room. Faculty and staff have access to networked printing and copying services that are located on the second and third floors of the building. Offices are provided to doctoral students who have teaching assistantship assignments. A suite of graduate student offices is located on the second floor of University Hall.

The Porter School Psychology Center is located in the University Hall Clinic (http://coe.indstate.edu/uhclinic/index.htm), which is on the lower level of the building. University Hall Clinic is an integrated clinic serving the training needs of the school psychology, communication disorders, and counseling programs. The clinic space includes several conference rooms as well as separate, secured rooms for testing materials, computer scoring, and client files. The space also includes a small kitchenette, student lounge, office space for clinic staff, and a waiting area for clients, families, and children. One room in the clinic contains school psychology related books and reference materials which are available for review and check-out by students. Therapy and assessment rooms are equipped with observation windows as well as audio and video recording technology.

Classrooms in University Hall are equipped with integrated media cabinets that provide computer, projection, audio, Tegrity recording, and internet capabilities. Classrooms permit distance delivery of courses. The majority of the classes offered by the school psychology program are held in University Hall. On occasion, courses will be held in other buildings on campus that are also equipped with needed technology.

University Hall also houses the academic departments of Elementary, Early, and Special Education; Educational Leadership; and Curriculum, Instruction, and Media Technology. Four specialized centers, including the Blumberg Center, AdvancED, Center for Mathematics Education, and the Early Childhood Education Center, are also housed in University Hall. The Educational Student Services (ESS) office is located on the first floor. ESS serves as the liaison between the BCOE and the Indiana Department of Education and assists school psychology program graduates in obtaining their school psychology licensure.

The ISU Cunningham Memorial Library (http://lib.indstate.edu/index.html) supports an Education Reference Librarian who is dedicated to help manage library resources directly related to needs of the BCOE and its programs. The BCOE has a faculty member who serves on a campus-wide committee that works to review and recommended resources for the library. The library maintains an extensive array of online resources that are available to users both on and off-campus. Library staff also provide training and assistance to school psychology program on topics such as literature searches and use of programs such as EndNote which is free for download to our students.

(e) Student support services; and

Student support services are available on campus through various offices and centers. The Writing Center (http://libguides.indstate.edu/) is housed at the Cunningham Memorial Library and offers free
assistance. The Student Counseling Center (http://www.indstate.edu/cns/) provides individual- and group-counseling, substance abuse treatment, psychiatric services, and additional supports for all ISU registered students. The Center for Student Success houses the Disabled Student Services office (http://www.indstate.edu/cfss/programs/dss/services.htm) for students who may need services and accommodations due to a disability.

(f) Access to or control over practicum training sites and facilities that are appropriate to the program’s goals, objectives, and training model.

Practicum training sites are selected by program faculty based on availability of supervision, appropriate experiences, and alignment with program goals and objectives (Table 2). The program has a long-standing collaboration with multiple sites, including the South Vermillion Community School Corporation (SVCSC), Covered Bridge Special Education District (CBSED), and Gibault Children’s Services. SVCSC is a rural district approximately 20 miles from campus. The corporation has three elementary, a middle, and high school in which school psychology students complete first-year practicum experiences. CBSED provides special education services for four local school corporations and serves as the placement site for first-year shadowing experiences and year-two practicum. Dr. John Olsen, Coordinator of Psychological Services, serves as an on-site supervisor and is a liaison between the program and CBSED. Dr. Olsen also participates in evaluating student performance, planning shadowing and practicum experiences, dissertation committees, and faculty search committees. Gibault Children’s Services is a residential facility in the Terre Haute area that serves children with mild emotional disturbances, aggressive and oppositional behaviors, and substance abuse issues as well as child or youth victims and perpetrators of physical and sexual abuse. Dr. Robin Shamsaie, Psychologist, serves as an on-site supervisor for doctoral students and is a liaison to the program. Dr. Shamsaie evaluates student performance, serves on dissertation committees, and assists in the planning of practicum and field experiences. Based on student numbers, additional practicum sites are frequently necessary and are established as needed by school psychology faculty. Continued use of a site is determined by program faculty based upon the supervision and experiences provided, as well as student feedback which is provided at the end of the placement period. Before a student begins their placement, an agreement and contract is signed by the student, placement site, and ISU (Contract and Agreement, Appendix N). For students completing their third- and fifth-year internships, a Training Plan is also established at the onset of the experience (Appendix N).

4. A graduate program may consist of, or be located under, a single administrative entity (institution, agency, school, department, etc.) or may take the form of a consortium.

The ISU school psychology doctoral program is housed within the Bayh College of Education (BCOE) of a regionally accredited institution and is not in the form of a consortium.

Domain C concerns related to student attrition were identified in the CoA response to the 2008 site visit (Appendix P). The program was asked to report on efforts to reduce student attrition rates. Correspondence from the CoA dated December 15, 2009 documents that the program satisfactorily addressed this issue.

Domain D: Cultural and Individual Differences and Diversity

The program recognizes the importance of cultural and individual differences and diversity in the training of psychologists.
1. The program has made systematic, coherent, and long-term efforts to attract and retain students and faculty from differing ethnic, racial, and personal backgrounds into the program.

The ISU strategic plan has a target for increased recruitment and retention of faculty of color. A diversity council was formed at the institutional level in 2008-09 to begin development of a diversity plan. In the area of recruitment of diverse faculty, the BCOE Diversity Plan (http://coe.indstate.edu/dean/docs/DiversityTaskForceFinalReportDec2010.pdf) proposes a series of steps including exploring the potential to “grow our own” faculty, establish ties with HBCUs and institutions that graduate high numbers of students of color, use direct correspondence to groups that have connections with underrepresented minorities, advertise in publications with connections with underrepresented groups such as Diverse Issues in Higher Education, and ensure that faculty from underrepresented groups are involved in recruitment efforts. In order to improve retention the plan advocates steps such as social networking groups, providing support, collaboration, and mentoring for faculty, and establishing a formal mentoring program for new faculty that includes specific strategies to meet the needs of diverse faculty. The BCOE is vigorously engaged in implementing the Diversity Plan with the active support of the university, which is also focused on diversity-related efforts as part of its strategic plan.

In Fall 2010, ISU also implemented an aggressive new program called Opportunity Hires (https://www.indstate.edu/facultydiversity/OpporHireProgInfo.htm), which is part of the Diversifying the Faculty Initiative (https://www.indstate.edu/facultydiversity/). The premise of the program was to overcome the deficiencies of independent searches and encourage departments to actively seek and recruit high quality, nationally competitive candidates who will diversify the faculty and would otherwise be lost to future searches if not immediately pursued. The particular focus on African American hires was an attempt to narrow the proportion gap between the percentage of African American students and faculty. These hires did not have to be part of the approved searches for the year. In addition to this, within conventional searches, new supports were developed to increase the ability to attract candidates from historically underrepresented backgrounds. Faculty members with experience in conducting faculty searches and with passion and expertise in issues surrounding diversity were involved as ex-officio guides or Search Team Process Partners. These individuals worked with search teams in the BCOE to enhance the quality of faculty searches by providing helpful support, advice, and process insights on issues of good search management, including, but not limited to, building deep, diverse, candidate pools.

Through these two initiatives, and in congruence with the college’s Diversity Plan and the value placed by the college on social justice and diversity, in Spring 2011, the BCOE successfully identified and hired two faculty members from historically underrepresented groups, one in the CDCSEP department and another in the Department of Educational Leadership. Offers were also made to two African American faculty candidates who declined.

In the school psychology area, the position description for recent searches emphasized the importance of diversity and culturally competent professionals (Appendix T). Search committees were formed to include diverse faculty, students, and community partners. School psychology search committees participated in workshops offered as part of the above initiative, utilized the provided resources, and engaged the assistance of a Search Team Process Partner. Position announcements and personal emails were sent to individuals identified using various databases such as the Diversifying Higher Education Faculty in Illinois Graduates Directory, CIC Doctoral Directory of Historically Underrepresented Graduates, and the National Registry of Diverse Faculty Candidates.
Additionally, position announcements were distributed through numerous listserves in the area of school psychology as well as through state chapters of the Association of Black Psychologists.

Although recruiting and retaining a diverse faculty is a strategic goal for the BCOE, there has been limited success in attracting diverse faculty, especially people of color, to Terre Haute. The number of faculty hired at the university over the past three years indicates that, although the first year of these programs (2010-11) yielded more diverse faculty, maintaining that success has been challenging. It is important to note that the ISU strategic plan has identified African American faculty as the institutional priority for its recruitment efforts; therefore, the institutional data available are limited to this population. The current school psychology search resulted in three of nine applicants being of color or ethnic diversity. The search has not yet concluded so hiring information is not available.

Increasing the diversity of students is also a priority at institution and in the BCOE and the school psychology program. Such efforts must be focused on both recruitment and retention of students. Recruitment efforts became increasingly focused on diversity in 2011. Recruitment letters and program posters (Appendix B) were sent to historically black colleges and universities (HBCU) as well as state universities with high enrollment of students of color. This focus aligned with the university emphasis on the recruitment of students and faculty of color. Materials will continue to be disseminated strategically to enhance recruitment efforts. Additional strategies have been implemented to support the recruitment of diverse students. Such strategies include involving current students in on-campus admission interviews and providing information about student associations and community networking opportunities in interview day packets. Such strategies were selected at the suggestion of current students, some of whom are individuals of color. The CDCSEP department hosted a department-wide open house to support recruitment efforts in the fall of 2011. Attendance was limited, with no potential applicants for the school psychology doctoral program, so an open house was not held in 2012. Efforts to recruit diverse candidates have not yielded significant increases as the demographics of the doctoral cohorts have remained steady over the last three years (Table 4). The school psychology program committee will continue to identify ways to strengthen recruitment efforts to yield a diverse student group in terms of ethnicity, cultural, linguistic, religion, and sexual orientation. The retention of diverse school psychology students is also important and the program has made efforts to create mentoring relationships between doctoral students to create a sense of belonging and community. The mentoring program was initiated in fall 2012 and will be continued for the 2012-13 academic year. School psychology faculty will review student program evaluation responses for feedback on the mentoring program. A review of the attrition data indicates that withdrawal from the program is not disproportional as no students of color have withdrawn during the last six years.

2. The program has and implements a thoughtful and coherent plan to provide students with relevant knowledge and experiences about the role of cultural and individual diversity in psychological phenomena as it relates to the science and practice of professional psychology.

The program focus, as reflected in the course of study, also embraces diversity and makes it a priority of the program (Appendix L). Students are exposed to multicultural issues in their first class, SPSY 600: Foundations of School Psychology: History and Practices. This class emphasizes the importance of cultural issues in all domains of school psychology – assessment, data-based decision making, intervention, consultation, and one’s own professional development. Assessment courses include readings, class discussions, and activities that focus upon the assessment of culturally and linguistically diverse individuals. For example, SPSY 666: Cognitive Assessment and Intervention
discusses topics such as second language acquisition, instructional strategies for English Learners, and bilingual assessment practices. COUN 533: Techniques of Counseling also provides a focus on working with individuals from diverse backgrounds. Additionally, students take COUN 666: Multicultural Counseling which provides a broad focus on issues of diversity, self-awareness, and the transactional approach to multi-cultural interaction. COUN 666 provides training about diversity beyond ethnicity by focusing upon factors such as gender, sexuality, disability, age, socioeconomic status, and religion (Syllabi, Appendix M).

Fieldwork experiences in practicum and internship provide opportunities for students to apply their knowledge and skills in diverse settings and with diverse clients. This includes ethnic and linguistic diversity as well as diversity associated with disability and cultural and experiential background. Students engage in field experiences in settings that range from small, rural to large, urban school districts with student populations from varying levels of socioeconomic status. Students are required to observe and complete activities with P-12 students with various disabilities and learning needs. Students also complete field experiences in university-based clinics which may serve clients that differ from those encountered in the school-based settings. Completing internship experiences at Gibault Children’s Services exposes students to children and youth with severe emotional and behavioral challenges, substance abuse and addictions, and involvement, as victim or perpetrator, of physical or sexual abuse. Collectively, practica and internship provide an array of interaction with children, youth, families, and staff with varying backgrounds and experiences. While the observable characteristics of diversity are not always evident, these clients undoubtedly require our doctoral students to think about issues of diversity, adjust their practice accordingly, and reflect upon their effectiveness and competency in each unique situation.

Respect for and learning about diversity is also encouraged through professional development activities. The Blumberg Center and the Effective Evaluation Resource Center (www.indianaercc.org) hosts a variety of workshops and video conferences related to working with P-12 students from culturally and linguistically diverse backgrounds. On-campus events have also provided opportunities for program students to learn about topics such as gay, lesbian, and transgender. SASP received a student mini-grant from the ISU Office of Diversity to fund a free presentation titled Are Two Enough? Transgenderism, Intersexuality, and the Assumed Sex/Gender Dichotomy for the college, university, and Terre Haute community (Appendix U).

No Domain D issues were identified in the program's last decision letter or subsequent correspondence.

**Domain E: Student-Faculty Relations**

The program demonstrates that its education, training, and socialization experiences are characterized by mutual respect and courtesy between students and faculty and that it operates in a manner that facilitates students' educational experiences.

1. The program recognizes the rights of students and faculty to be treated with courtesy and respect.

Student-faculty relationships are viewed as critical to the success of the school psychology doctoral program as well as the preparation of our students. Students are treated as individuals who bring their own skills, beliefs, and talents to the profession of psychology. The interaction and professional relationships that students form with faculty and staff, and one another, serve as a microcosm of the
“real world”. Thus, faculty strive to model and engage in professional relationships that are respectful, open, honest and based upon trust. Faculty serve as role models and continually display professional behavior that exemplifies the highest standards of ethical practice. Engaging students in such interactions will allow them to develop the necessary skills and thus transition successfully from the role of student to that of professional psychologist.


Student rights and responsibilities are addressed in the ISU Code of Conduct (Appendix C, p. 13-22) and the School Psychology Doctoral Student Handbook (Appendix A, p. 26-27). Grievance policy and procedures are addressed in the BCOE Policies (Appendix D, p. 10-14) and the Doctoral Student Handbook (Appendix A, p. 31-32). University-level information is shared with students during a CGPS orientation held in the fall of the first semester of enrollment. Program-level information is shared with students, both incoming and returning, at the program meeting held each fall. Students complete and sign a form (Appendix V) indicating that they have read and understand the information included in the Doctoral Student Handbook.

2. Program faculty are accessible to students and provide them with a level of guidance and supervision that actively encourages timely completion of the program.

During the application and admission process, faculty are available to answer applicants’ questions by phone, email, or individual meeting. Admission letters (Appendix W) encourage potential students to contact either school psychology faculty member with any questions or concerns. Many applicants take advantage of this opportunity and report that the availability and approachability of the school psychology faculty, as well as current students and the program’s student services assistant, are key factors in their decision to attend the ISU school psychology doctoral program.

In late May/early June, incoming students are sent a letter (Appendix W) detailing fall orientation activities, fall course registration information, and items that need to be completed during the summer. They are encouraged to contact Dr. Nellis, Ms. Snyder, or the SASP President with any questions related to their transition to ISU and the Terre Haute area. In the fall, two meetings provide orientation to the university and the program. The CGPS holds an orientation meeting and luncheon for all graduate students new to ISU and the school psychology program holds a meeting for both incoming and returning students (Appendix W). The Doctoral Student Handbook (Appendix A) is provided to each student and students are informed about its availability in the School Psychology Programs Blackboard. A document outlining the milestones in the doctoral program (Appendix X) was developed summer 2012 to provide additional guidance on the sequence and timing of program progression. Students are provided with advisement and ongoing assistance with the schedule of study and meeting of program milestones by Dr. Nellis in SPSY 898: Doctoral Seminar and individual meetings, and by their dissertation committee. All of the program-related documents are also posted to the School Psychology Programs Blackboard so that students have ongoing access.

Time to program completion has been an area of challenge for the doctoral program over recent years. This issue has, and continues to be, addressed through correspondence between the CoA and the program (Appendix P). The CoA notified the program in both November 2011 and 2012 that the
program’s 3-year mean and median time to degree exceeded the 7.5 years threshold. The program submitted a response to the CoA on December 16, 2011 (Appendix P) and responded to subsequent requests for information. The CoA recognized the program’s actions in a letter dated July 30, 2012 and no additional response was required at that time due to this upcoming self-study.

The program has been monitoring the time to completion data and has noted several contributing influences and factors. First, there have been many students who complete internship but struggled to complete dissertation which results in timeline extensions and completion in 8+ years. For example, of those who graded during the last seven years, four took nine years and one took eight years to complete the program. This significantly impacts program mean and median data. Second, significant faculty turnover occurred during the years of 2004-2006 which undoubtedly contributed to this issue. Specifically, many dissertation committees needed to re-formed, support for dissertation research was stretched, and monitoring of student attainment of program milestones was limited. Since 2007, there has been an intentional effort on the part of departmental faculty to address the number of ABD students. Substantial support for dissertation research has been provided to students and the number of ABD students has decreased substantially; however, this has created extended completion times.

Program faculty have attempted to address factors associated with timely completion by a) encouraging and monitoring the attainment of key program milestones such as dissertation proposal prior to internship, b) striving to achieve faculty consistency so that dissertation committees and research support would be consistent and available, and c) establishing a Doctoral Seminar experience. The program implemented a standard schedule for preliminary examinations so that all students in a given cohort complete this milestone at the necessary juncture. The DOT monitors timely completion of the dissertation proposal and communicates with students and dissertation chairpersons if concerns are noted. Students participate in a Doctoral Seminar, which is designed to assist with progression through the program and to facilitate opportunities for engagement in research and other scholarly activities. All doctoral students in the department participate in this seminar which further provides mentoring and collegiality with fellow students and faculty. Additionally, currently proposed program changes were identified to improve timely completion.

3. The program shows respect for cultural and individual diversity among their students.

Respect for diversity is a value strongly held by the faculty in the school psychology program and CDCSEP department. This value is illustrated in many ways including the faculty’s commitment to treat all students equitably and fairly as well as establishing and maintaining a climate and atmosphere of safety and security. Further, respect for diversity is integrated into coursework and applied experiences as well as the professional development of faculty and staff. The CDCSEP sponsors an annual diversity event for students and others in the university community. A department committee works with student associations in the department to plan, secure funds if needed, and sponsor these events. Two recent examples are the SASP sponsored presentation Are Two Enough? Transgenderism, Intersexuality, and the Assumed Sex/Gender Dichotomy and the Chi Sigma Iota sponsored presentation Challenging Assumptions (Appendix U).

4. At the time of admission, the program provides the students with written policies and procedures regarding program and institution requirements and expectations regarding students’ performance and continuance in the program and procedures for the termination of students. Students receive, at least annually, written feedback on the extent to which they are meeting the program’s requirements and performance expectations. Such feedback should
include:

(a) Timely, written notification of all problems that have been noted and the opportunity to discuss them;

(b) Guidance regarding steps to remediate all problems (if remediable); and

(b) Substantive, written feedback on the extent to which corrective actions are or are not successful in addressing the issues of concern.

Incoming students are required to attend an orientation hosted by the CGPS where they are provided materials related to university expectations as well as policies and procedures regarding student conduct. Incoming students also attend a program orientation where the Doctoral Student Handbook is provided and discussed. Program and university policies are included in three main documents: the ISU Code of Conduct, BCOE Policies, and School Psychology Doctoral Student Handbook.

- Student rights, requirements, and expectations

- Student continuance, retention, and termination procedures
  - Code of Conduct, Appendix C, p. 15
  - CGPS Guidelines and Procedures from Removal from a Program, [http://www.indstate.edu/graduate/removal.pdf](http://www.indstate.edu/graduate/removal.pdf)
  - School Psychology Doctoral Student Handbook, Appendix A, p. 29-31

- Grievance and due process procedures
  - Code of Conduct, Appendix C, p. 15-18
  - BCOE Policies, Appendix D, p. 9-17
  - School Psychology Doctoral Student Handbook, Appendix A, p. 29-32

These documents are discussed in CGPS and program orientation meetings, are available to students online, and in the School Psychology Programs Blackboard. In the event that such situations arise for an individual student, the DOT and/or program faculty would remind the student of the policies and procedures and the above resources.

Feedback is provided to students on an ongoing basis through coursework, supervision, and fieldwork evaluations. Additionally, annual feedback is provided in the form of a completed rubric based upon a student portfolio or review of annual performance information. Written feedback is provided and an individual meeting would be held if concerns were identified. In the event that a concern arises during the course of the academic year, program faculty follow the university procedures for filing a report with the ISU Office of Student Conduct and Integrity ([http://indstate.edu/sci/maxient.htm](http://indstate.edu/sci/maxient.htm)). Program faculty would also prepare a written summary of the concern and propose remediation or corrective action. This proposed contract would be shared and discussed in a face-to-face meeting with the student, the DOT, and another faculty member. Contracts are signed by the student and the DOT and placed in the student’s file. A copy is provided to the student for his/her records. When issues have arisen, the situation has been dealt with in a timely manner. An example remediation plan is provided in Appendix Y.
5. Each program will be responsible for keeping information and records of all formal complaints and grievances, of which it is aware, filed against the program and/or against individuals associated with the program since its last accreditation site visit.

No formal grievances have been filed since the last accreditation visit. The program maintains student records in a locked file room within the CDCSEP department office suite. Access is limited to program staff and faculty.

No Domain E issues were identified in the program’s last decision letter or subsequent correspondence.

**Domain F: Program Self-Assessment and Quality Enhancement**

The program demonstrates a commitment to excellence through self-study, which assures that its goals and objectives are met, enhances the quality of professional education and training obtained by its students, and contributes to the fulfillment of its sponsor institution’s mission.

1. The program, with appropriate involvement from its students, engages in regular, ongoing self-studies that address:

   (a) Its effectiveness in achieving program goals and objectives in terms of outcome data (i.e., while students are in the program and after completion);

   The program engages in ongoing self-assessment and improvement processes using student performance and outcome data as well as feedback regarding the program from current students, field-based supervisors, and program. Student performance data includes annual portfolio/performance evaluation results, field-based supervisor evaluations, and preliminary examination summary data. Student outcome data such as time to completion, retention, and attrition are also considered. First- through fifth-year students are invited to respond to an online survey regarding program curriculum, field experiences, and relationships with faculty and students (Appendix Z). Individuals who have been practicum and/or internship supervisors for program students are invited to respond to an online survey regarding clarity of expectations, preparedness of students, and relationship with program faculty (Appendix AA). Program graduates are invited to respond to an online survey regarding curriculum, practicum and internship opportunities, relationship with faculty, and post-graduation accomplishments (Appendix BB). Collectively, this information indicates student progress related to program goals, objectivities, and requirements and identifies areas of curriculum, procedures, and climate that need to be addressed. Available information is reviewed each summer by program faculty and priorities for the upcoming year are identified.

   (b) How its goals and objectives are met through graduate education and professional training (i.e., its processes); and

   Data are collected and reviewed while students progress through the program to ascertain whether proximal outcomes are being achieved. Student evaluation tools are aligned with program goals, objectives, and competencies (Appendix K). Expected levels of aggregated student performance are articulated in Appendix O.
Annual Portfolio/Performance Evaluation: Aggregate data for annual portfolios for 2010-2012 is provided in Appendix G. Utilization of the Annual Portfolio (Appendix #) was discontinued following the 2011-12 academic year due to faculty dissatisfaction with the information provided from the process. Beginning in summer 2013, an Annual Performance Evaluation process will be completed (Appendix G).

Practicum/Internship Evaluations: Second-year practicum evaluations have been collected for several years while first-year practicum evaluations were introduced during the current year. Thus, aggregate data from first-year practicum has not yet been reviewed. Practicum evaluation forms have been revised multiple times (in 2010 and again in 2012) in response to feedback from field-supervisors and to align with training domains and standards. Given the change in forms, data from 2010-12 is reported at the domain level and data from the current year is reported at the competency level (Appendix H). Like practicum forms, internship evaluation forms have been revised multiple times (in 2010 and again in 2012). Thus, aggregate data for 2010-12 is reported by evaluation domain and item and data from the current year is reported at the competency level (Appendix I).

Preliminary Examinations: The current process for administering and evaluating preliminary examinations was approved in 2009 and went into effect 2010. Thus, aggregate data are available for written exam ratings and final outcome decisions (Appendix J).

Retention and attrition data (Table 10) are also reviewed to understand the timing and reasons for withdrawal from the program. The majority of withdrawals have occurred following the first year in the program and all but one of those individuals remained at ISU in the Ed.S. school psychology program.

Distal outcome data include internship placements time to completion, employment, and licensure trends as well as feedback from program graduates. As discussed in the above response to item E2, time to completion has been a challenge for the program in recent years. Program faculty anticipate that recently implemented and planned strategies will be effective in reducing the time to completion. Additionally, proposed program changes are anticipated to enhance student preparation and support increased completion of pre-doctoral internships at APPIC/APA approved sites (Table 8). Program graduates are employed in various settings (Table 9), the most frequent of which is school districts. Based on available data, it appears that a limited number of graduates are obtaining their psychologist licensure. This may be related to employment setting as well as the type of pre-doctoral internship that was completed. Feedback from program alumni (Appendix BB) noted several areas of strength as well as areas in need of improvement, many of which are addressed by the proposed program changes currently under review (Appendix CC).

(c) Its procedures to maintain current achievements or to make program changes as necessary.

The program has engaged in an intensive process of self-study over the last few years and utilized outcome data and other feedback to make or plan changes. It should be noted that proposed program changes are currently under consideration with an anticipated effective date of August 2014. Proposed changes are included in Appendix CC. Proposed program modifications were developed by program faculty in order to accomplish three goals: (1) provide improved sequencing and timing of coursework, (2) enhance curriculum to address advanced assessment and intervention as well as systems-level consultation and change, (3) provide more diverse field-based experiences for all
students prior to pre-doctoral internship application, and (4) maximize students’ time on-campus to best facilitate timely completion of dissertation.

2. The program demonstrates commitment to excellence through periodic systematic reviews of its goals and objectives, training model, and curriculum to ensure their appropriateness in relation to:

   (a) Its sponsor institution’s mission and goals;

The program engages in systematic review through processes required by NCATE, NCA, the BCOE Unit Assessment System (UAS), the ISU UAS, and APA CoA. Furthermore, the program engages in ongoing assessment of goals, objectives, training model, curriculum, and policies and procedures in an effort to maintain excellence and remain current in the discipline and field. During the past four years, the program has engaged in substantial efforts to stabilize and improve the program to support optimal student outcomes and experiences. These efforts will need to be continued as program changes occur and new faculty join the program.

   (b) Local, regional, and national needs for psychological services;

The faculty of the school psychology program are actively involved in state and national organizations. Further, the connection with state-level associations and agencies as well as practitioners provides significant opportunities for students to be involved and engaged at the state and district levels. Additionally, faculty are involved with the state department of education (DOE). Dr. Nellis has served as a consultant to the DOE for over seven years and provides substantial professional development statewide on behalf of the DOE. This work is largely focused upon practice and legal issues, which informs and benefits her teaching of courses within the program.

   (c) National standards of professional practice;

The program utilizes resources developed by APA, the CoA, and Division 16 to inform program development, implementation, and self-assessment. Faculty are engaged in professional development and leadership that supports familiarity and understanding of national standards of practice. As an example, Dr. Ball is currently a member of the Executive Committee of the Trainers of School Psychologists (TSP) which through its collaborative networks with associations such as NASP, APA Division 16, International School Psychology Association, Society for the Study of School Psychology, and Council for the Directors of School Psychology Programs informs standards of practice.

   (d) The evolving body of scientific and professional knowledge that serves as the basis of practice; and

The program is committed to providing instruction and supervision on current scientific knowledge and practical issues. Curricular revisions are made continually as faculty are both consumers and producers of research and professional literature who consult with other professionals in the area of psychology and school psychology. Recent and proposed changes have been made in response to advances in the field and feedback from field-based and community partners. As the field continues to evolve, the program remains attentive to the needs of the profession as well as those who utilize services provided by our faculty, students, and graduates.
(e) Its graduates’ job placements and career paths.

Employment and post-graduation outcomes are recorded and reviewed on an ongoing basis to assess the alignment between program mission, goals, and outcomes. Examination of job placement data (Table 9) indicates placements in various settings but primarily school settings. This is in alignment with the scholar-practitioner model and re-emphasizes the program’s need to provide substantial and diverse applied experiences.

Domain F issues were identified in the CoA response to the 2008 site visit (Appendix P). In the August 7, 2008 letter from the CoA, the program was asked to align evaluation and outcome measures with program competencies and discuss information “in the next self-study”. Since that time, the program faculty have engaged in ongoing self-assessment which has resulted in a revision of program goals and objectives, development of program competencies, preparation of proposed program revisions, revision of evaluation methods and tools, and ongoing analysis of outcomes data and stakeholder feedback. The result of this work in contained and discussed within this self-study narrative.

**Domain G: Public Disclosure**

The program demonstrates its commitment to public disclosure by providing written materials and other communications that appropriately represent it to the relevant publics.

1. The program is described accurately and completely in documents that are available to current students, prospective students, and other “publics.” The descriptions of the program should include:

   (a) Its goals, objectives, and training model; its requirements for admission and graduation; curriculum; its faculty, students, facilities, and other resources; its administrative policies and procedures; the kinds of research and practicum experiences it provides; and its education and training outcomes; and

The goals, objectives, and training model of the program are articulated in the following documents and locations:

School Psychology Programs Brochure, Appendix B

Prospective students are directed to the program website for information about admissions, requirements, and outcomes. Prospective students are also sent program brochures. The doctoral student handbook is provided to students when they enter the program and copies are also available on the School Psychology Programs Blackboard.

   (b) Its status with regard to accreditation, making available, as appropriate through its sponsor institution, such reports or other materials as pertain to the program’s accreditation status.
The program’s accreditation status and CoA contact information is included on the website at [http://coe.indstate.edu/cd/csep/edpsych/phdprogram.htm](http://coe.indstate.edu/cd/csep/edpsych/phdprogram.htm) and in the program brochure and poster (Appendix B).

2. This information should be presented in a manner that allows applicants to make informed decisions about entering the program.

The information presented on the website and in the program brochure allows prospective students to make informed decisions.

Domain G issues were identified in the CoA response to the 2008 site visit (Appendix P). Following the site visit, the program was asked to provide clarification regarding two self-study tables (4 and 8) update program attrition data. Correspondence from the CoA dated December 15, 2009 documents that the program satisfactorily addressed these issues.

**Domain H: Relationship With Accrediting Body**

The program demonstrates its commitment to the accreditation process by fulfilling its responsibilities to the accrediting body from which its accredited status is granted.

1. The program abides by the accrediting body’s published policies and procedures, as they pertain to its recognition as an accredited program.

   The program has adhered to the CoA’s policies and procedures as related to the program’s recognition as an accredited program. All annual reports were filed in a timely manner.

2. The program informs the accrediting body in a timely manner of changes in its environment, plans, resources, or operations that could alter the program’s quality.

   Since the last site visit, the BCOE and the school psychology program have moved into a new facility that has a combined, interdisciplinary clinic space. This space has provided opportunities for collaboration between students and faculty in the school psychology, communication disorders, and counseling programs as services are provided to community and campus clients. Additional, faculty in the school psychology program have continued to change. Dr. Nellis joined the program as an Associate Professor in 2009 to provide leadership and continuity. She was tenured in 2012 and has served as the DOT. Dr. Roberts-Pittman, previous DOT, continues to be a faculty in the CDCSEP department and provides supervision in the clinic and teaches courses in the school psychology program. Dr. Corey, who joined the program just after the prior self-study, resigned in 2009 and Dr. Krug left the university at the conclusion of the 2012 academic year. Dr. Ball joined the program as an Assistant Professor with three years of experience the program in 2011. A current search is underway for a third school psychology faculty member.

   Copies of correspondence between the program and the CoA are included in Appendix P. Items are in chronological order. All requests for information have been responded to in a timely and sufficient manner.

   The program has engaged in an extensive process of self-study over recent years and as a result has identified numerous course and program changes (Appendix CC). These changes are currently under consideration in the faculty review and governance process and are anticipated to go into effect fall
2014. Information about the proposed changes has been shared with current and incoming students so that they are aware of program-level improvement efforts and have an opportunity to ask questions and consider future options.

3. The program is in good standing with the accrediting body in terms of payment of fees associated with the maintenance of its accredited status.

The program has paid all fees associated with the maintenance of its accreditation status in a timely manner.

No Domain H issues were identified in the program’s last decision letter or subsequent correspondence.
Table 1

Eligibility

Institution Name: Indiana State University

Substantive Area:

☐ Clinical
☐ Counseling
☒ School
☐ Combined (specify areas):
☐ Developed Practice Area (per IR C-14) (specify):

Degree Awarded to Program Graduates:

☒ PhD
☐ PsyD

Dates of Last Site Visit: February 13-14, 2008 or ☐ N/A – Initial Application

Number of Program Students Awarded Degrees Each Academic Year for the Past 7 Years:\(^3\):  

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</thead>
<tbody>
<tr>
<td>PhD</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>2</td>
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<tr>
<td>PsyD</td>
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<tr>
<td>EdD</td>
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</table>

Are any students in your program currently respecializing\(^4\)? ☐ Yes ☒ No

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\(^3\) Depending on your program’s site visit cycle assignment, numbers may not be available for the current academic year.

\(^4\) Any students who already hold a doctoral degree in psychology in another substantive area.
### Table 2

**Practicum settings**

<table>
<thead>
<tr>
<th>Name of setting</th>
<th>Year(s) in which setting was used (list, begin with earliest)</th>
<th>Highest degree of supervisor</th>
<th>Credentials of that supervisor</th>
<th>Number of students placed at setting for each respective year</th>
<th>Type of setting (use setting code, see last pg.)</th>
<th>Services provided (use activity codes, see last pg.)</th>
<th>Types of clients served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clay County School Corporation</td>
<td>2010-2011</td>
<td>Ph.D.</td>
<td>School Psychologist; Licensed Psychologist</td>
<td>2</td>
<td>11</td>
<td>2, 3, 33 (Academic and Behavioral Intervention)</td>
<td>Children, Youth, Families, School Personnel</td>
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<tr>
<td>District</td>
<td>Years</td>
<td>Degree</td>
<td>Title</td>
<td>Hours</td>
<td>Notes</td>
<td>Contact</td>
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<tr>
<td>Covered Bridge Special Education District</td>
<td>2006-2007</td>
<td>Ph. D.</td>
<td>School Psychologist; Licensed Psychologist</td>
<td>1</td>
<td>6, 2, 3, 4, 5, 6, 2, 3, 4, 5, 6, 3, 11, 2, 3, 6, 33 (Academic and Behavioral Intervention)</td>
<td>Children, Youth, Families, School Personnel</td>
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<td></td>
<td>2007-2008</td>
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<td></td>
<td>2008-2009</td>
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<td></td>
<td>2009-2010</td>
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<td>2010-2011</td>
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<td>2011-2012</td>
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<td>2012-2013</td>
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<tr>
<td>Greater Lafayette Area Special Services</td>
<td>2010-2011</td>
<td>Ph.D.</td>
<td>School Psychologist</td>
<td>1</td>
<td>2, 3, 33 (Academic and Behavioral Intervention)</td>
<td>Children, Youth, Families, School Personnel</td>
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<td>2011-2012</td>
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<tr>
<td>South Vermillion Community School Corporation</td>
<td>2006-2007</td>
<td>Ph.D.</td>
<td>School Psychologist</td>
<td>1</td>
<td>6, 2, 3, 4, 5, 6, 2, 3, 4, 5, 6, 3, 11, 2, 3, 6, 33 (Academic and Behavioral Intervention)</td>
<td>Children, Families, School Personnel</td>
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<td></td>
<td>2007-2008</td>
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<td>2010-2011</td>
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<td>2011-2012</td>
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<td>2012-2013</td>
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<tr>
<td>Vermillion Association for Special Education</td>
<td>2009-2010</td>
<td>Ph.D.</td>
<td>School Psychologist</td>
<td>1</td>
<td>2, 3, 33 (Academic and Behavioral Intervention)</td>
<td>Children, Youth, Families, School Personnel</td>
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<td>2010-2011</td>
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Table 3(a)

Current Program Faculty
(for the year of scheduled/anticipated site visit)

CORE PROGRAM FACULTY

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>% hours per week at this institution</th>
<th>% professional time at institution over academic year</th>
<th>% professional time dedicated to this doctoral program over academic year</th>
<th>Role/Contributions to this Doctoral Program (List All)</th>
<th>Other [Non-program] Responsibilities (List All)</th>
<th>Highest Degree Earned</th>
<th>Psych License (Y/N)</th>
<th>Page # for CV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrie Ball</td>
<td>Assistant Professor</td>
<td>40+</td>
<td>100%</td>
<td>75%</td>
<td>Teaching, Supervision, Dissertation</td>
<td>Ed.S. Program Coordinator</td>
<td>Ph.D.</td>
<td>Y</td>
<td>1</td>
</tr>
<tr>
<td>Leah Nellis</td>
<td>Associate Professor, Director of Training</td>
<td>40+</td>
<td>100%</td>
<td>50%</td>
<td>Teaching, Advising, Supervision, Dissertation, Program Director</td>
<td>Adams Fellow for Sponsored Programs, Project Director, Effective Evaluation Resource Center</td>
<td>Ph.D.</td>
<td>N</td>
<td>3</td>
</tr>
</tbody>
</table>

5 “Core Program Faculty” are faculty members who devote at least 50% of their professional time to program-related activities. See IR C-18 for clarification. This time does not include other department-related activities, such as undergraduate teaching or broader department administration, but only includes time devoted to the program under review.
## ASSOCIATED PROGRAM FACULTY

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th># hours per week at this institution</th>
<th>% professional time at institution over academic year</th>
<th>% professional time in program over academic year</th>
<th>Role/Contributions to Program (List All)</th>
<th>Other [Non-program] Responsibilities (List All)</th>
<th>Highest Degree Earned</th>
<th>Psych License (Y/N)</th>
<th>Page # for CV</th>
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<tr>
<td>Tonya Balch</td>
<td>Associate Professor</td>
<td>40+</td>
<td>100%</td>
<td>20%</td>
<td>Teaching, Dissertation</td>
<td>Teaching Counseling courses</td>
<td>Ph. D.</td>
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<tr>
<td>Gregory Dietz</td>
<td>Instructor</td>
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<td>20%</td>
<td>20%</td>
<td>Teaching, Supervision</td>
<td>School Psychologist, School District</td>
<td>Ph. D.</td>
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</tr>
<tr>
<td>Hemalatha Ganapathy-Coleman</td>
<td>Associate Professor</td>
<td>40+</td>
<td>100%</td>
<td>20%</td>
<td>Teaching, Dissertation</td>
<td>Teaching Educational Psychology courses</td>
<td>Ph. D.</td>
<td>N</td>
<td>9</td>
</tr>
<tr>
<td>Eric Hampton</td>
<td>Associate Professor</td>
<td>40+</td>
<td>100%</td>
<td>25%</td>
<td>Teaching, Dissertation</td>
<td>Assessment Coordinator, OERE Coordinator</td>
<td>Ph. D.</td>
<td>N</td>
<td>11</td>
</tr>
<tr>
<td>Chris MacDonald</td>
<td>Professor</td>
<td>40+</td>
<td>100%</td>
<td>20%</td>
<td>Dissertation</td>
<td>Teaching Educational Psychology courses</td>
<td>Ph. D.</td>
<td>N</td>
<td>13</td>
</tr>
<tr>
<td>Kand McQueen</td>
<td>Assistant Professor</td>
<td>40+</td>
<td>100%</td>
<td>20%</td>
<td>Teaching, Dissertation</td>
<td>Teaching Educational Psychology Courses</td>
<td>Ph. D.</td>
<td>N</td>
<td>15</td>
</tr>
</tbody>
</table>

6“Associated Faculty” are faculty who do not meet the criteria for core faculty but make a substantial contribution to the program.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th># hours per week at this institution</th>
<th>% professional time at institution over academic year</th>
<th>% professional time in program over academic year</th>
<th>Role/Contributions to Program (List All)</th>
<th>Other [Non-program] Responsibilities (List All)</th>
<th>Highest Degree Earned</th>
<th>Psych License (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridget Roberts-Pittman</td>
<td>Associate Professor</td>
<td>40+</td>
<td>100%</td>
<td>20%</td>
<td>Teaching, Supervision, Dissertation</td>
<td>Teaching Counseling courses</td>
<td>Ph. D.</td>
<td>Y</td>
</tr>
<tr>
<td>JaDora Sailes</td>
<td>Assistant Professor</td>
<td>40+</td>
<td>100%</td>
<td>10%</td>
<td>Supervision, Dissertation</td>
<td>Teaching Educational Psychology courses</td>
<td>Ph. D.</td>
<td>N</td>
</tr>
<tr>
<td>Linda Sperry</td>
<td>Professor, Department Chair</td>
<td>40+</td>
<td>100%</td>
<td>10%</td>
<td>Teaching, Dissertation</td>
<td>Department Chair, Teaching Educational Psychology courses</td>
<td>Ph. D.</td>
<td>N</td>
</tr>
<tr>
<td>Brad Brubaker</td>
<td>Full-time Lecturer</td>
<td>40+</td>
<td>100%</td>
<td>10%</td>
<td>Teaching</td>
<td>Teach in Psychology Department</td>
<td>Ph. D.</td>
<td>N</td>
</tr>
<tr>
<td>Margaret Corey</td>
<td>Instructor</td>
<td>8</td>
<td>10%</td>
<td>10%</td>
<td>Teaching, Supervision</td>
<td>School Psychologist, School District</td>
<td>Ph.D.</td>
<td>N</td>
</tr>
<tr>
<td>Greg Eaken</td>
<td>Instructor</td>
<td>8</td>
<td>10%</td>
<td>10%</td>
<td>Teaching</td>
<td>School Psychologist, School District</td>
<td>Ph.D.</td>
<td>N</td>
</tr>
<tr>
<td>Breanna Giles</td>
<td>Instructor</td>
<td>8</td>
<td>10%</td>
<td>10%</td>
<td>Teaching</td>
<td>School Psychologist, School District</td>
<td>Ph. D.</td>
<td>N</td>
</tr>
<tr>
<td>Lyndsay Jenkins</td>
<td>Instructor</td>
<td>8</td>
<td>10%</td>
<td>10%</td>
<td>Teaching</td>
<td>University Faculty, Eastern Illinois</td>
<td>Ph. D.</td>
<td>N</td>
</tr>
</tbody>
</table>

OTHER CONTRIBUTORS

"Other Contributors" are individuals who have a role in the program, but to a much more limited extent than core or associated faculty and have minimal contact with students. This would include individuals who present seminars, regularly supervise practicum, or teach as adjunct faculty. As noted in Footnote 8 above, CV’s are not necessary for Other Contributors.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Tenure</th>
<th>% Teaching</th>
<th>% Supervision</th>
<th>Activities</th>
<th>Degree</th>
<th>Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liz O'Laughlin</td>
<td>Professor</td>
<td>40+</td>
<td>100%</td>
<td>10%</td>
<td>Teaching, Supervision, Dissertation</td>
<td>Ph. D.</td>
<td>Y</td>
</tr>
<tr>
<td>John Olsen</td>
<td>Instructor</td>
<td>8</td>
<td>10%</td>
<td>10%</td>
<td>Supervision, Dissertation, Coordinates practicum experiences in local school districts</td>
<td>Ph. D.</td>
<td>Y</td>
</tr>
<tr>
<td>Jennifer Renn</td>
<td>Instructor</td>
<td>8</td>
<td>10%</td>
<td>10%</td>
<td>Teaching</td>
<td>Ph.D.</td>
<td>N</td>
</tr>
<tr>
<td>Ann Rogers</td>
<td>Instructor</td>
<td>8</td>
<td>10%</td>
<td>10%</td>
<td>Teaching</td>
<td>Ph.D.</td>
<td>N</td>
</tr>
<tr>
<td>Robin Shamsaie</td>
<td>Instructor</td>
<td>8</td>
<td>10%</td>
<td>10%</td>
<td>Supervision</td>
<td>Ph. D.</td>
<td>Y</td>
</tr>
</tbody>
</table>
### Table 3(b)

**Faculty Demographics**

*(Please ensure that numbers reported on this Table are consistent with number of individuals reported in Table 3(a)).*

<table>
<thead>
<tr>
<th>Number of Current Faculty who identify themselves as:</th>
<th>Core Program Faculty</th>
<th>Associated Program Faculty</th>
<th>Other Contributors</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American/Black</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td>M</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiethnic or None of Above 8</td>
<td>M</td>
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<td></td>
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<tr>
<td></td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL NUMBER (above rows only)</td>
<td>M</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Foreign Nationals 9</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

8 Individuals identifying with more than 1 or no race/ethnic group; include them only in this category and not in other ethnicity categories.

9 Individuals who are not U.S. Citizens or legal U.S. Permanent Residents.
Table 3(c)

Professional Activities for the Past 7 Years

<table>
<thead>
<tr>
<th>Number of current faculty who have engaged in these professional activities for the past 7 years:</th>
<th>Core Program Faculty</th>
<th>Associated Program Faculty</th>
<th>Other Contributors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Members of Professional Societies</td>
<td>2</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Authors/Co-authors of Papers at Professional meetings</td>
<td>2</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Authors/Co-authors of Articles in Prof/Scientific Journals</td>
<td>2</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Recipients of Grants or Contracts</td>
<td>1</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Engaged in Delivery of Direct Professional Services</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>
Table 4(a)

Student Statistics

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied to program:</td>
<td>11</td>
<td>22</td>
<td>10</td>
<td>13</td>
<td>13</td>
<td>11</td>
<td>13</td>
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<tr>
<td>Were offered admission:</td>
<td>8</td>
<td>8</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Enrolled in Academic Year</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Of total enrolled, number admitted as “respecializing”,(^{11})</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Student Professional Activities Since Enrollment in the Program

<table>
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<tr>
<th></th>
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<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Members of Professional Societies</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Authors/Co-authors of Papers at Professional Meetings</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Authors/Co-authors of Articles in Prof/Scientific Journals</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

\(^{10}\) Academic Year (approximately September 1- August 31). Please use this definition throughout the tables.

\(^{11}\) Complete only if you answered “yes” to the respecialization question in Table 1; otherwise, please leave blank.
Table 4(b)

**Student Demographics**

(Please ensure that numbers reported on this Table are consistent with the number of students reported in Table 4(a)).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American/Black</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
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<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Caucasian</td>
<td>M</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>3</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>F</td>
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<td></td>
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</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>M</td>
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<tr>
<td></td>
<td>F</td>
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<td></td>
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</tr>
<tr>
<td>Multiethnic or None of Above 12</td>
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<td>F</td>
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<tr>
<td>TOTAL NUMBER (above rows only)</td>
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<td>0</td>
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<td>4</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Subject to Americans with Disabilities Act</td>
<td>M</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Nationals 13</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students enrolled who are respecializing 14</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>F</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12 Individuals identifying with more than 1 or no race/ethnic group; include them only in this category and not in other ethnicity categories.

13 Individuals who are not U.S. Citizens or legal U.S. Permanent Residents.

14 Complete only if you answered "yes to the respecialization question in Table 1; otherwise, please leave blank.
Table 4(c)  
Internship Placement

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># of students who sought or applied for internship for this training year:</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td># Who received funded internships:</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td># Who received unfunded internships:</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td># Who received APA or CPA-accredited internships:</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td># Who received internships conforming to CDSPP guidelines</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td># Who obtained 2-year half-time internships</td>
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<td></td>
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</table>

15 Based on internship application/acceptance for each noted academic year

16 School Psychology Programs only
## Table 5

**Educational History of Students Enrolled in Doctoral Program**

<table>
<thead>
<tr>
<th>Id #</th>
<th>UG institution</th>
<th>UG major</th>
<th>UG degree</th>
<th>Year of UG degree</th>
<th>UG GPA</th>
<th>GRE-Verbal</th>
<th>GRE-Quant</th>
<th>Grad institution (if applicable)</th>
<th>Grad Major</th>
<th>Grad Degree</th>
<th>Year of Grad degree</th>
<th>Grad GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-000071-001</td>
<td>Union College</td>
<td>Psychology</td>
<td>BA</td>
<td>2005</td>
<td>3.58</td>
<td>152</td>
<td>143</td>
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<td></td>
</tr>
<tr>
<td>2012-000071-002</td>
<td>Indiana State University</td>
<td>Psychology</td>
<td>BA</td>
<td>2010</td>
<td>3.62</td>
<td>152</td>
<td>147</td>
<td>Indiana State University</td>
<td>Clinical Mental Health</td>
<td>MS</td>
<td>2011</td>
<td>3.92</td>
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<tr>
<td>2012-000071-003</td>
<td>University of Southern Indiana</td>
<td>Psychology</td>
<td>BA</td>
<td>2009</td>
<td>4.0</td>
<td>490</td>
<td>600</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2012-000071-004</td>
<td>Sam Houston University</td>
<td>Counseling</td>
<td>BA</td>
<td>2011</td>
<td>3.81</td>
<td>139</td>
<td>138</td>
<td>Sam Houston University</td>
<td>Counseling</td>
<td>MS</td>
<td>2011</td>
<td>3.81</td>
</tr>
<tr>
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<td>Psychology</td>
<td>BA</td>
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<td>4.0</td>
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<td>630</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>2011-000071-003</td>
<td>North Virginia Community</td>
<td>General Studies</td>
<td>BA</td>
<td>2010</td>
<td>3.0</td>
<td>440</td>
<td>570</td>
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<td>MS</td>
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<td>3.95</td>
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<td>Degree</td>
<td>Major</td>
<td>Year</td>
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<td>ACT</td>
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**Students’ present status**

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17 Please include information for all students entering the program during the past 7 years, as well as information for all students currently remaining in the program, regardless of year of admission.

18 Students that left this doctoral program for ANY reason other than graduation should be included in this column; this includes students transferring to other doctoral programs within your institution or department.
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Indiana State University – School Psychology
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<tr>
<td></td>
<td></td>
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\(^{19}\) Number of students entering program that year

\(^{20}\) Complete only if students entering prior to academic year 2006-2007 are currently enrolled. Include the number of students from earlier cohorts as *continued enrollment* under column “Year 8 or beyond”.
### Annual Portfolio Expectations and Descriptors

<table>
<thead>
<tr>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All required components are included, presented professionally, and in an organized fashion.</strong></td>
<td>Portfolio is missing components, is poorly presented and organized, and includes errors.</td>
<td>Portfolio includes all components, is well organized, and has minimal errors.</td>
</tr>
<tr>
<td><strong>Curriculum Vitae</strong></td>
<td>Curriculum vitae is poorly organized, includes irrelevant or inaccurate information or information that is misleading.</td>
<td>Curriculum vitae is appropriately organized and includes critical information.</td>
</tr>
<tr>
<td><strong>Selection and inclusion of artifacts.</strong></td>
<td>Relevant artifacts are not included, included artifacts are not aligned with the statement of self-reflection.</td>
<td>Relevant artifacts are included and are aligned with the statement of self-reflection.</td>
</tr>
<tr>
<td><strong>Artifacts indicate emerging competency in domains of practice.</strong></td>
<td>Artifacts indicate significant areas of limited skill/knowledge development.</td>
<td>Artifacts indicate adequate knowledge/skill development.</td>
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<tr>
<td><strong>Self-Reflection summary of experiences addresses domains of practice.</strong></td>
<td>Summary of experiences does not address all domains of practice.</td>
<td>Summary of experience addresses all domains of practice.</td>
</tr>
<tr>
<td><strong>Self-Reflection identification of strengths and weaknesses.</strong></td>
<td>Self-reflection is not critical or accurate based upon submitted artifacts and/or is misleading.</td>
<td>Self-reflection is an honest depiction of strengths and weaknesses with appropriate references to artifacts and/or experiences.</td>
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<tr>
<td><strong>Self-Reflection plan for growth.</strong></td>
<td>Plan for growth provides insufficient or unrealistic goals and plans for growth.</td>
<td>Plan for growth provides sufficient and realistic goals and plans for growth.</td>
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<tr>
<td>Areas for Judgment</td>
<td>2009-2010</td>
<td>2010-2011</td>
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<tr>
<td>Required components presented professionally, and in an organized fashion.</td>
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<td>Self-reflection identifies plan for growth.</td>
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<td>Level of Engagement</td>
<td>Gap Analysis</td>
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</table>

**Study:** Evaluate the student's level of engagement to the school development content and faculty interaction. The results indicate that students with higher engagement have better academic performance compared to those with lower engagement.

**Level of Engagement:**
- **Above Expections:** Students with higher engagement show improved academic performance and increased interaction with faculty.
- **Meets Expectations:** Students with moderate engagement have stable academic performance and moderate interaction with faculty.
- **Below Expectations:** Students with lower engagement show decreased academic performance and decreased interaction with faculty.

**Findings:**
- Students with higher engagement report increased confidence in their academic abilities.
- Students with lower engagement struggle with understanding course material and connecting with faculty.
- Intervention programs aimed at increasing engagement could lead to improved academic outcomes.

**Recommendations:**
- Develop strategies to increase student engagement, such as interactive learning activities and regular faculty feedback.
- Provide additional support and resources for students who are struggling with engagement.
- Evaluate the effectiveness of these interventions to ensure they are achieving the desired outcomes.

<table>
<thead>
<tr>
<th>Recommendations for Future Professional Growth</th>
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<table>
<thead>
<tr>
<th>Expectations</th>
<th>Expectations</th>
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<tbody>
<tr>
<td>Meets or exceeds expectations or more needs</td>
<td>2 to 3 years needed</td>
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**Commendations**

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<th>Expectations</th>
<th>Overall</th>
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<tr>
<td>Exceeds expectations</td>
<td>An above average performance in all areas of professional competence (94-100)</td>
</tr>
<tr>
<td>Meets expectations</td>
<td>A satisfactory level of performance (80-93)</td>
</tr>
<tr>
<td>Needs improvement</td>
<td>Performance is below expectations (65-79)</td>
</tr>
<tr>
<td>Not met expectations</td>
<td>Performance is significantly below expectations (0-64)</td>
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**Guidelines**

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<tr>
<td>Professional Judgment and Decision Making</td>
<td>Professional Judgment and Decision Making</td>
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<tr>
<td>Professional Accountability</td>
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**Demonstrated Competencies**

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<thead>
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<th>Faculty and Supervisor</th>
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<td>Professional Ethics and Standards</td>
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**Evaluation**

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<td>Professional Judgment and Decision Making</td>
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<td>Professional Accountability</td>
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**Feedback for Professional Development**

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**Recommendations**

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**Conclusion**

The student demonstrates a strong commitment to professional development and is making progress in areas identified for improvement. Further opportunities for growth and development are suggested through the following recommendations.
Appendix H

Practicum Evaluation Forms and Aggregate Data
SCHOOL PSYCHOLOGY FIRST-YEAR PRACTICUM EVALUATION

Practicum Student: ____________________________________________ Evaluation Date: ________

Supervisor: ____________________________________________

Directions: Please indicate the sources of information that provided data for supervisory judgments about levels of competence this semester on the checklist below. Practicum student self-report should be supported by other sources of information, and multiple sources of information should be used to assess competencies in all areas. Indicate the number on the scale that best describes the practicum student's competence by circling the appropriate number for that rating.

Ratings for this period are based on (check all that apply):

☐ observation of practicum on-site
☐ observation of team interaction/meetings/staffing
☐ review of video/audiotapes
☐ reports from team members, clients, families
☐ feedback from principals/administrators
☐ information from school personnel
☐ review of written products (Please specify) __________________________
☐ practicum student self-report

NOTE TO SUPERVISORS: Students enter the 1st-year practicum with varied levels of skills and needs. We do NOT expect that every practicum student will gain the level of expertise within a single year of supervised practice to attain an overall rating of “E” in every area.

<table>
<thead>
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<th>RATINGS</th>
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<tr>
<td>NB – No basis for evaluation, or there is insufficient information to make a rating at this time.</td>
</tr>
<tr>
<td>D – Does not meet expectations. The student’s skills are inadequate or below the expected level of competence in this area. The student likely requires additional instruction, training and/or close supervision in this area.</td>
</tr>
<tr>
<td>M – Meets expectations. Skills reflect competency equivalent to expectations for the student’s level of training. He/she is prepared for a second-year practicum experience with moderate supervision.</td>
</tr>
<tr>
<td>E – Exceeds expectations. The student’s skills in this area demonstrate that he/she is prepared for a second-year practicum experience with minimal supervision.</td>
</tr>
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</table>
1. **Data Based Decision Making and Accountability**: The School Psychology practicum student have knowledge of varied models and methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

<table>
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<tr>
<th></th>
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<th>D</th>
<th>M</th>
<th>E</th>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>Clearly identifies the nature of the referral problem and the purpose of the assessment.</td>
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<tr>
<td>b.</td>
<td>Uses appropriate assessment instruments directly related to the identified problem.</td>
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<tr>
<td>c.</td>
<td>Displays accuracy in administering tests.</td>
<td></td>
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<tr>
<td>d.</td>
<td>Displays accuracy in scoring tests.</td>
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<tr>
<td>e.</td>
<td>Analyses/interprets assessment results in a meaningful and thorough fashion.</td>
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<td></td>
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<tr>
<td></td>
<td><strong>Overall Domain Rating:</strong></td>
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<td>D</td>
<td>M</td>
<td>E</td>
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<tr>
<td></td>
<td><strong>Comments:</strong></td>
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</tbody>
</table>

2. **Consultation and Collaboration**: The School Psychology practicum student demonstrates knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>NB</th>
<th>D</th>
<th>M</th>
<th>E</th>
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<tbody>
<tr>
<td>a.</td>
<td>Participates effectively as a team member.</td>
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<tr>
<td>b.</td>
<td>Establishes effective collaborative relationships with teachers and other school personnel</td>
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<tr>
<td>c.</td>
<td>Communicates and listens effectively.</td>
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<tr>
<td>d.</td>
<td>Demonstrates objectivity in working relationships.</td>
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<td></td>
</tr>
<tr>
<td>e.</td>
<td>Relates well to students.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>f.</td>
<td>Prepares written reports and other written materials consistent with appropriate formats</td>
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<td></td>
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<tr>
<td>g.</td>
<td>Provides oral feedback about assessment and intervention activities that is understandable and useful to teachers and parents.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Overall Domain Rating:</strong></td>
<td>NB</td>
<td>D</td>
<td>M</td>
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<tr>
<td></td>
<td><strong>Comments:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Interventions and Instructional Support to Develop Academic Skills**: The school psychology practicum student exhibits knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. The student incorporates data collection methods to implement and evaluate services that support cognitive and academic skills.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>NB</th>
<th>D</th>
<th>M</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Demonstrates knowledge of instructional and academic principles.</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>b.</td>
<td>Identifies patterns of ineffective student academic strategies.</td>
<td></td>
<td></td>
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<tr>
<td>c.</td>
<td>Demonstrates an understanding of developmental issues in planning academic / cognitive tasks.</td>
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<td></td>
</tr>
<tr>
<td>d.</td>
<td>Demonstrates an understanding of social-emotional and behavioral contributors to academic performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Demonstrates an understanding of curriculum in planning for academic skill development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>Implements academic intervention plans.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Interventions and Mental Health Services to Develop Social and Life Skills: The school psychology practicum student demonstrates 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. The student incorporates data-collection methods to implement and evaluate services that support socialization, learning, and mental health.

- a. Demonstrates knowledge of basic behavioral principles.
- b. Demonstrates knowledge of appropriate social and emotional functioning.
- c. Identifies function of inappropriate or ineffective behavior patterns.
- d. Demonstrates an understanding of developmental issues in identifying behavioral goals.
- e. Demonstrates an understanding of academic contributors to social-emotional and behavioral functioning.
- f. Designs appropriate behavioral intervention plans based on established empirical evidence.
- g. Implements behavioral plans.
- h. Monitors and assesses outcomes of behavioral intervention.

Overall Domain Rating: NB D M E

Comments:

5. School-wide Practices to Promote Learning: The school psychology practicum student demonstrates knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

- a. Seeks information about the school culture.
- b. Demonstrates understanding of policies and practices of school district.
- c. Demonstrates understanding of particular schools as a system.

Overall Domain Rating: NB D M E

Comments:

6. Family-School Collaboration Services: The school psychology practicum has knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

- a. Develops understanding of family influences that affect students’ wellness, learning, and achievement.
- b. Communicates effectively with parents.

Overall Domain Rating: NB D M E

Comments:
7. Diversity in Development and Learning: The school psychology practicum student has 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></th>
<th>a. Demonstrates understanding of psychopathology in childhood.</th>
<th>NB</th>
<th>D</th>
<th>M</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b. Shows respect, and sensitivity for the needs of staff, students, families, and other professionals.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>c. Demonstrates awareness of cultural differences in working relationships.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
</tbody>
</table>

Overall Domain Rating: NB | D | M | E

Comments:

8. Legal, Ethical, and Professional Practice: The school psychology practicum student demonstrates 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.

<table>
<thead>
<tr>
<th></th>
<th>a. Demonstrates behavior consistent with ethical principles.</th>
<th>NB</th>
<th>D</th>
<th>M</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b. Demonstrates an awareness of competency level, and does not accept responsibilities that exceed this level.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>c. Keeps supervisors and administrators informed of unusual events and activities, as well as routine matters in their school(s).</td>
<td>NB</td>
<td>D</td>
<td>M</td>
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<td></td>
<td>d. Uses feedback from supervision in a productive manner.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
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<tr>
<td></td>
<td>e. Consistently follows through when additional action is needed.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>f. Exercises adequate time management skills across a range of activities.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>a. Demonstrates dependability.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
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<tr>
<td></td>
<td>b. Meets difficult situations with self-control.</td>
<td>NB</td>
<td>D</td>
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<td>E</td>
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<tr>
<td></td>
<td>c. Demonstrates good judgment and common sense.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>g. Integrates many discrete skills in providing comprehensive school psychological services.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
</tbody>
</table>

Overall Domain Rating: NB | D | M | E

Comments:
Practicum student signature*: __________________________ Date: __________

Supervisor’s signature: __________________________ Date: __________
Practicum student’s signature indicates only that the evaluation has been discussed with the practicum student.
SCHOOL PSYCHOLOGY PRACTICUM EVALUATION - BRIEF FORM

Practicum Student: _______________________________    Evaluation Date: ________

Supervisor: ______________________________________

Directions: Please indicate the sources of information that provided data for supervisory judgments about levels of competence this semester on the checklist below. Practicum student self-report should be supported by other sources of information, and multiple sources of information should be used to assess competencies in all areas. Indicate the number on the scale that best describes the practicum student’s competence by circling the appropriate number for that rating.

Ratings for this period are based on (check all that apply):

☐ observation of practicum on-site
☐ observation of team interaction/meetings/staffing
☐ review of video/audiotapes
☐ reports from team members, clients, families
☐ feedback from principals/administrators
☐ information from school personnel
☐ review of written products (Please specify) ____________________________
☐ practicum student self-report

NOTE TO SUPERVISORS: Students enter the Practicum with varied levels of skills and needs. We do NOT expect that every practicum student will gain the level of expertise within a single year of supervised practice to attain an overall rating of “E” in every area.

RATINGS

NB – No basis for evaluation, or there is insufficient information to make a rating at this time.

D – Does not meet expectations. The student’s skills are inadequate or below the expected level of competence in this area. The student likely requires additional instruction, training and/or close supervision in this area.

M – Meets expectations. Skills reflect competency equivalent to expectations for the student’s level of training. He/she is prepared for an internship-level experience with moderate supervision.

E –Exceeds expectations. The student’s skills in this area demonstrate that he/she is prepared for an internship-level experience with minimal supervision.
1. **Data Based Decision Making and Accountability:** The School Psychology practicum student have knowledge of varied models and methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

<table>
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<tbody>
<tr>
<td>a.</td>
<td>Articulates and applies a problem solving strategy.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>b.</td>
<td>Clearly identifies the nature of the referral problem and the purpose of the assessment.</td>
<td></td>
<td></td>
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<tr>
<td>c.</td>
<td>Uses appropriate assessment instruments directly related to the identified problem.</td>
<td></td>
<td></td>
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<tr>
<td>d.</td>
<td>Analyzes/interprets assessment results in a meaningful and thorough fashion.</td>
<td></td>
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<tr>
<td>Overall Domain Rating:</td>
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</tbody>
</table>

**Comments:**

2. **Consultation and Collaboration:** The School Psychology practicum student demonstrates knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

<table>
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<tr>
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<th></th>
<th>NB</th>
<th>D</th>
<th>M</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Establishes effective collaborative relationships with teachers and other school personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>b.</td>
<td>Communicates and listens effectively.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>c.</td>
<td>Relates well to students.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Overall Domain Rating:</td>
<td></td>
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</tbody>
</table>

**Comments:**

3. **Interventions and Instructional Support to Develop Academic Skills:** The school psychology practicum student exhibits knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. The student incorporates data collection methods to implement and evaluate services that support cognitive and academic skills.

<table>
<thead>
<tr>
<th></th>
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<th>NB</th>
<th>D</th>
<th>M</th>
<th>E</th>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>Provides recommendations that follow logically from assessment results</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>b.</td>
<td>Designs appropriate empirically-supported academic interventions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>c.</td>
<td>Monitors and assesses outcomes of academic intervention.</td>
<td></td>
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<tr>
<td>Overall Domain Rating:</td>
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</tbody>
</table>

**Comments:**
4. Interventions and Mental Health Services to Develop Social and Life Skills: The school psychology practicum student demonstrates 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. The student incorporates data-collection methods to implement and evaluate services that support socialization, learning, and mental health.

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<th>NB</th>
<th>D</th>
<th>M</th>
<th>E</th>
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</thead>
<tbody>
<tr>
<td>a. Designs appropriate behavioral intervention plans based on established empirical evidence.</td>
<td></td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>b. Monitors and assesses outcomes of behavioral intervention.</td>
<td></td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>c. Develops appropriate empirically supported intervention/counseling goals.</td>
<td></td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>Overall Domain Rating:</td>
<td></td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
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</table>

Comments:

5. School-wide Practices to Promote Learning: The school psychology practicum student demonstrates knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

<table>
<thead>
<tr>
<th></th>
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<th>NB</th>
<th>D</th>
<th>M</th>
<th>E</th>
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</thead>
<tbody>
<tr>
<td>a. Seeks information about the school culture.</td>
<td></td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>b. Demonstrates understanding of policies and practices of school district.</td>
<td></td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>c. Uses available technology to enhance prevention, interventions and consulting activities</td>
<td></td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>Overall Domain Rating:</td>
<td></td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
</tbody>
</table>

Comments:

6. Preventive and Responsive Services: The school psychology practicum student demonstrates 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.

<table>
<thead>
<tr>
<th></th>
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<th>NB</th>
<th>D</th>
<th>M</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Sets appropriate goals for prevention activities.</td>
<td></td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>b. Actively participates in building teams focused on pre-referral or early intervention for academic difficulties (e.g., RtI).</td>
<td></td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>c. Actively participates in building teams focused on pre-referral or early intervention for social-emotional or behavioral difficulties (e.g., PBIS)</td>
<td></td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>d. Informs supervisor (and others as appropriate) about crisis situations.</td>
<td></td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>Overall Domain Rating:</td>
<td></td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
</tbody>
</table>

Comments:
7. **Family-School Collaboration Services:** The school psychology practicum has knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

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</thead>
<tbody>
<tr>
<td><strong>a.</strong> Conducts effective parent conferences.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td><strong>b.</strong> Serves effectively as liaison between school, parents and community.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td><strong>c.</strong> Promotes collaboration and partnerships between parents, educators and other professionals and community resources to improve outcomes for students.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>Overall Domain Rating:</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
</tbody>
</table>

**Comments:**

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8. **Diversity in Development and Learning:** The school psychology practicum student has 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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</thead>
<tbody>
<tr>
<td><strong>a.</strong> Demonstrates knowledge of human development in different cultures.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td><strong>b.</strong> Demonstrates understanding of psychopathology in childhood.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
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<tr>
<td><strong>c.</strong> Shows respect, and sensitivity for the needs of staff, students, and other professionals.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td><strong>d.</strong> Demonstrates awareness of cultural differences in working relationships.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td><strong>e.</strong> Actively works to develop skills in bridging cultural differences.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>Overall Domain Rating:</td>
<td>NB</td>
<td>D</td>
<td>M</td>
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</table>

**Comments:**

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9. **Research and Program Evaluation:** The school psychology practicum student demonstrates knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

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</thead>
<tbody>
<tr>
<td><strong>a.</strong> Seeks information from the literature to address questions about practice.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td><strong>b.</strong> Appropriately incorporates information from the literature into practice.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td><strong>c.</strong> Actively seeks opportunities to be involved in field-based research.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>Overall Domain Rating:</td>
<td>NB</td>
<td>D</td>
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</table>

**Comments:**
10. Legal, Ethical, and Professional Practice: The school psychology practicum student demonstrates 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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<tbody>
<tr>
<td>a.</td>
<td>Demonstrates understanding of ethical principles.</td>
<td></td>
<td>D</td>
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<td>b.</td>
<td>Demonstrates an awareness of competency level, and does not accept responsibilities that exceed this level.</td>
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<td>D</td>
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<td>c.</td>
<td>Keeps supervisors and administrators informed of unusual events and activities, as well as routine matters in their school(s).</td>
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<td>d.</td>
<td>Uses feedback from supervision in a productive manner.</td>
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<td>D</td>
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<td>E</td>
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<tr>
<td>e.</td>
<td>Consistently follows through when additional action is needed.</td>
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<td>D</td>
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<td>E</td>
</tr>
<tr>
<td>f.</td>
<td>Demonstrates knowledge of procedures, standards, and criteria outlined in Article 7 or other appropriate state-level documents.</td>
<td></td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>g.</td>
<td>Integrates data from a wide variety of sources in making eligibility decisions and formulating recommendations.</td>
<td></td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>h.</td>
<td>Exercises adequate time management skills across a range of activities.</td>
<td></td>
<td>D</td>
<td>M</td>
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</tr>
<tr>
<td>a.</td>
<td>Demonstrates dependability.</td>
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<td>b.</td>
<td>Meets difficult situations with self-control.</td>
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<td>c.</td>
<td>Demonstrates good judgment and common sense.</td>
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<td>D</td>
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Comments:

Overall Rating

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</table>

Practicum student signature*: ___________________________ Date: ________________

Supervisor's signature: ___________________________ Date: ________________
Practicum student’s signature indicates only that the evaluation has been discussed with the practicum student.
SCHOOL PSYCHOLOGY PRACTICUM EVALUATION - EXTENDED FORM  
(Due January 15th, May 10th)

Practicum Student: ___________________________ Evaluation Date: __________

Supervisor: ________________________________

Directions: Please indicate the sources of information that provided data for supervisory judgments about levels of competence this semester on the checklist below. Practicum student self-report should be supported by other sources of information, and multiple sources of information should be used to assess competencies in all areas. Indicate the number on the scale that best describes the practicum student’s competence by circling the appropriate number for that rating.

Ratings for this period are based on (check all that apply):

- observation of practicum on-site
- observation of team interaction/meetings/staffing
- review of video/audiotapes
- reports from team members, clients, families
- feedback from principals/administrators
- information from school personnel
- review of written products (Please specify)
- practicum student self-report

NOTE TO SUPERVISORS: Students enter the Practicum with varied levels of skills and needs. We do NOT expect that every practicum student will gain the level of expertise within a single year of supervised practice to attain an overall rating of “E” in every area.

RATINGS

NB – No basis for evaluation, or there is insufficient information to make a rating at this time.

D – Does not meet expectations. The student’s skills are inadequate or below the expected level of competence in this area. The student likely requires additional instruction, training and/or close supervision in this area.

M – Meets expectations. Skills reflect competency equivalent to expectations for the student’s level of training. He/she is prepared for an internship-level experience with moderate supervision.

E – Exceeds expectations. The student’s skills in this area demonstrate that he/she is prepared for an internship-level experience with minimal supervision.
1. **Data Based Decision Making and Accountability:** The School Psychology practicum student have knowledge of varied models and methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

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<tbody>
<tr>
<td>a.</td>
<td>Articulates and applies a problem solving strategy.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>b.</td>
<td>Clearly identifies the nature of the referral problem and the purpose of the assessment.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>c.</td>
<td>Uses appropriate assessment instruments directly related to the identified problem.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>d.</td>
<td>Is sensitive to sources of bias when selecting and administering tests.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>e.</td>
<td>Displays accuracy in administering tests.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>f.</td>
<td>Displays accuracy in scoring tests.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>g.</td>
<td>Accurately uses available computerized scoring software.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>h.</td>
<td>Analyzes/interprets assessment results in a meaningful and thorough fashion.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>Overall Domain Rating:</td>
<td></td>
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</tbody>
</table>

**Comments:**

2. **Consultation and Collaboration:** The School Psychology practicum student demonstrates knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

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<tr>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>Participates effectively as a team member.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>b.</td>
<td>Accurately articulates strengths and needs of own role within a team.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>c.</td>
<td>Works to improve team functioning.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>d.</td>
<td>Establishes effective collaborative relationships with teachers and other school personnel</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>e.</td>
<td>Maintains effective consultation notes and documentation.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>f.</td>
<td>Evaluates effectiveness of consultation strategies.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>g.</td>
<td>Communicates and listens effectively.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>h.</td>
<td>Demonstrates objectivity in working relationships.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>i.</td>
<td>Demonstrates knowledge of and respect for roles of various staff.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>j.</td>
<td>Relates well to students.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>k.</td>
<td>Prepares written reports and other written materials consistent with appropriate formats</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>l.</td>
<td>Prepares written materials that are understandable and useful to teachers and parents.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>m.</td>
<td>Provides oral feedback about assessment and intervention activities that is understandable and useful to teachers and parents.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>Overall Domain Rating:</td>
<td></td>
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</tbody>
</table>

**Comments:**
3. Interventions and Instructional Support to Develop Academic Skills: The school psychology practicum student exhibits knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. The student incorporates data collection methods to implement and evaluate services that support cognitive and academic skills.

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</thead>
<tbody>
<tr>
<td>a.</td>
<td>Demonstrates knowledge of instructional and academic principles.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>b.</td>
<td>Identifies patterns of ineffective student academic strategies.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>c.</td>
<td>Demonstrates an understanding of developmental issues in planning academic / cognitive tasks.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>d.</td>
<td>Demonstrates an understanding of social-emotional and behavioral contributors to academic performance.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>e.</td>
<td>Demonstrates an understanding of curriculum in planning for academic skill development.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>f.</td>
<td>Provides recommendations that follow logically from assessment results</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>g.</td>
<td>Designs appropriate empirically-supported academic interventions.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>h.</td>
<td>Implements academic intervention plans.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>i.</td>
<td>Supports other personnel in using academic intervention plans.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>j.</td>
<td>Monitors and assesses outcomes of academic intervention.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>k.</td>
<td>Considers a range of alternatives and implications before recommending a change in child's program.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
</tbody>
</table>

Overall Domain Rating: NB D M E

Comments:

4. Interventions and Mental Health Services to Develop Social and Life Skills: The school psychology practicum student demonstrates 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. The student incorporates data-collection methods to implement and evaluate services that support socialization, learning, and mental health.

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</thead>
<tbody>
<tr>
<td>a.</td>
<td>Demonstrates knowledge of basic behavioral principles.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>b.</td>
<td>Demonstrates knowledge of appropriate social and emotional functioning.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>c.</td>
<td>Identifies function of inappropriate or ineffective behavior patterns.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>d.</td>
<td>Demonstrates an understanding of developmental issues in identifying behavioral goals.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>e.</td>
<td>Demonstrates an understanding of academic contributors to social-emotional and behavioral functioning.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>f.</td>
<td>Designs appropriate behavioral intervention plans based on established empirical evidence.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>g.</td>
<td>Implements behavioral plans.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>h.</td>
<td>Supports other personnel in using behavioral intervention plans.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>i.</td>
<td>Monitors and assesses outcomes of behavioral intervention.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>j.</td>
<td>Develops appropriate empirically supported intervention/counseling goals.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>k.</td>
<td>Provides intervention/counseling to improve social-emotional or behavioral functioning.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>l.</td>
<td>Works with other personnel to generalize improvements in social-emotional</td>
<td>NB</td>
<td>D</td>
<td>M</td>
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</table>
or behavioral functioning to educational settings.

| m. Monitors and assesses outcomes of intervention/counseling. | NB | D | M | E |

**Overall Domain Rating:**

| NB | D | M | E |

**Comments:**

5. **School-wide Practices to Promote Learning:** The school psychology practicum student demonstrates knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

| a. Seeks information about the school culture. | NB | D | M | E |
| b. Actively seeks opportunities to become part of the school culture. | NB | D | M | E |
| c. Demonstrates understanding of policies and practices of school district. | NB | D | M | E |
| d. Demonstrates understanding of particular schools as a system. | NB | D | M | E |
| e. Demonstrates knowledge of systems change strategies. | NB | D | M | E |
| f. Works collaboratively with school personnel to improve policies and practices that affect services to children. | NB | D | M | E |
| g. Obtains information about assistive technology to further the goals of individual students and systems | NB | D | M | E |
| h. Uses available technology to enhance preventions, interventions and consulting activities | NB | D | M | E |

**Overall Domain Rating:**

| NB | D | M | E |

**Comments:**

6. **Preventive and Responsive Services:** The school psychology practicum student demonstrates 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.

| a. Seeks information needed to learn about prevention. | NB | D | M | E |
| b. Applies knowledge of human development to resolution of problems. | NB | D | M | E |
| c. Conducts a needs assessment in preparation for prevention activities. | NB | D | M | E |
| d. Sets appropriate goals for prevention activities. | NB | D | M | E |
| e. Implements appropriate prevention/intervention programs. | NB | D | M | E |
| f. Measures outcome of prevention activities. | NB | D | M | E |
| g. Actively participates in building teams focused on pre-referral or early intervention for academic difficulties (e.g., RtI). | NB | D | M | E |
| h. Actively participates in building teams focused on pre-referral or early intervention for social-emotional or behavioral difficulties (e.g., PBIS) | NB | D | M | E |
| i. Articulates knowledge of crisis intervention skills. | NB | D | M | E |
| j. Appropriately applies crisis intervention skills. | NB | D | M | E |
| k. Informs supervisor (and others as appropriate) about crisis situations. | NB | D | M | E |
| l. Appropriately debriefs/processes crisis management after crisis is resolved. | NB | D | M | E |

**Overall Domain Rating:**

| NB | D | M | E |

**Comments:**
7. **Family-School Collaboration Services**: The school psychology practicum has knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

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<tbody>
<tr>
<td>a.</td>
<td>Develops understanding of family influences that affect students’ wellness, learning, and achievement.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>b.</td>
<td>Conducts effective parent conferences.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>c.</td>
<td>Serves effectively as liaison between school, parents and community.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>d.</td>
<td>Promotes family involvement in student education.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>e.</td>
<td>Promotes collaboration and partnerships between parents, educators and other professionals and community resources to improve outcomes for students.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>f.</td>
<td>Helps family locate community resources to support family/child well-being.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>g.</td>
<td>Design interventions that facilitate collaboration between the school and parents.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>Overall Domain Rating:</td>
<td>NB</td>
<td>D</td>
<td>M</td>
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</tbody>
</table>

**Comments:**

8. **Diversity in Development and Learning**: The school psychology practicum student has 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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<tbody>
<tr>
<td>a.</td>
<td>Actively works to builds a broad knowledge base to conceptualize human problems.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>b.</td>
<td>Demonstrates knowledge of human development in different cultures.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>c.</td>
<td>Demonstrates understanding of psychopathology in childhood.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>d.</td>
<td>Shows respect, and sensitivity for the needs of staff, students, and other professionals.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>e.</td>
<td>Demonstrates awareness of cultural differences in working relationships.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>f.</td>
<td>Respectfully explores differences in backgrounds among team/school personnel/family members.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>g.</td>
<td>Actively works to develop skills in bridging cultural differences.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>h.</td>
<td>Assesses strengths of families and students.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>i.</td>
<td>Works collaboratively with interpreters to facilitate family understanding, education, and involvement in their child’s educational process.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>Overall Domain Rating:</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
</tbody>
</table>

**Comments:**
9. Research and Program Evaluation: The school psychology practicum student demonstrates knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

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</thead>
<tbody>
<tr>
<td>a. Regularly reads the literature in school psychology.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>b. Seeks information from the literature to address questions about practice.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>c. Appropriately incorporates information from the literature into practice.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>d. Actively seeks opportunities to be involved in field-based research.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>e. Appropriately applies principles of research design to answer research questions.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>f. Engages in research activities as specified in Practicum Training Plan.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
</tbody>
</table>

Overall Domain Rating: NB D M E

Comments:

10. Legal, Ethical, and Professional Practice: The school psychology practicum student demonstrates 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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</thead>
<tbody>
<tr>
<td>a. Demonstrates understanding of ethical principles.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>b. Actively explores ethical issues as they arise and formulates plans to resolve them.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>c. Demonstrates an awareness of competency level, and does not accept responsibilities that exceed this level.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>d. Keeps supervisors and administrators informed of unusual events and activities, as well as routine matters in their school(s).</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>e. Uses feedback from supervision in a productive manner.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>f. Understands own practice needs and actively asks for support/resources.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>g. Consistently follows through when additional action is needed.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>h. Demonstrates knowledge of procedures, standards, and criteria outlined in Article 7 or other appropriate state-level documents.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>i. Integrates data from a wide variety of sources in making eligibility decisions and formulating recommendations.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>j. Exercises adequate time management skills across a range of activities.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>a. Demonstrates dependability.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>b. Meets difficult situations with self-control.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>c. Demonstrates good judgment and common sense.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>k. Integrates many discrete skills in providing comprehensive school psychological services.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
</tbody>
</table>

Overall Domain Rating: NB D M E

Comments:
<table>
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<tr>
<th>Overall Rating</th>
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<th>E</th>
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Practicum student signature*: ___________________________ Date: ____________

Supervisor’s signature: ___________________________ Date: ____________
Practicum student’s signature indicates *only* that the evaluation has been discussed with the practicum student.
### Second Year Practicum, Third Year Internship, and Fifth Year Internship Mid-Year Evaluation Ratings 2012-13

<table>
<thead>
<tr>
<th>Objectives and Competencies</th>
<th>2nd Year Practicum Field</th>
<th>3rd Year Externship</th>
<th>5th Year Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Score (n=4)</td>
<td>% Meeting MLA</td>
<td>Mean Score (n=6)</td>
</tr>
<tr>
<td>1.1 Students will demonstrate understanding of basic measurement concepts and psychometric issues as they apply to assessment practices.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Competency 2: Demonstrates the ability to appropriately select assessment instruments based on measurement and psychometric properties.</td>
<td>2.0</td>
<td>100%</td>
<td>2.3</td>
</tr>
<tr>
<td>1.2 Students will demonstrate the ability to use a variety of assessment procedures to identify areas of strength and need and to monitor progress.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Competency 1: Demonstrates the ability to identify referral concern(s) and purpose of the evaluation.</td>
<td>2.0</td>
<td>100%</td>
<td>2.3</td>
</tr>
<tr>
<td>Competency 4: Demonstrates the ability to administer and score standardized assessment instruments, measures, and rating scales.</td>
<td>2.3</td>
<td>100%</td>
<td>2.2</td>
</tr>
<tr>
<td>Competency 5: Demonstrates the ability to conduct comprehensive evaluations to address presenting client concerns.</td>
<td>2.1</td>
<td>100%</td>
<td>2.3</td>
</tr>
<tr>
<td>1.3 Students will demonstrate the ability to utilize assessment results to facilitate programming and intervention appropriate to the individual characteristics of the client.</td>
<td></td>
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</tr>
<tr>
<td>Competency 1: Demonstrates the ability to interpret evaluation results to identify strengths and sources of support.</td>
<td>2.2</td>
<td>100%</td>
<td>2.3</td>
</tr>
<tr>
<td>Competency 2: Demonstrates the ability to utilize assessment data to identify instructional, curricular, and intervention needs of client.</td>
<td>2.1</td>
<td>100%</td>
<td>2.4</td>
</tr>
<tr>
<td>Competency 3: Demonstrates the ability to utilize assessment data to develop recommendations for clients, school staff and families.</td>
<td>2.2</td>
<td>100%</td>
<td>2.3</td>
</tr>
<tr>
<td>2.1 Students will demonstrate understanding of the theoretical, conceptual, and procedural aspects of prevention and intervention for academic, behavioral, and emotional domains.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency 1: Demonstrates knowledge of evidence-based practices for academic domains.</td>
<td>2.0</td>
<td>100%</td>
<td>2.3</td>
</tr>
</tbody>
</table>
### Competency 2: Demonstrates knowledge of evidence-based practices for emotional and behavioral domains.

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<tbody>
<tr>
<td>2.0</td>
<td>100%</td>
<td>2.3</td>
<td>100%</td>
<td>2.2</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Competency 3: Demonstrates knowledge of intervention implementation and monitoring practices.

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<tbody>
<tr>
<td>2.0</td>
<td>100%</td>
<td>2.4</td>
<td>100%</td>
<td>2.2</td>
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</tr>
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</table>

2.2 Students will develop, implement, and assess effectiveness of intervention plans to address academic, behavioral, or emotional needs of clients.

### Competency 1: Demonstrates the ability to develop comprehensive intervention plans to address client need.

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<tr>
<td>2.3</td>
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<td>2.4</td>
<td>83%</td>
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### Competency 2: Demonstrates the ability to support educators, families, and other professionals during intervention implementation.

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### Competency 3: Demonstrates the ability to monitor the implementation and effectiveness of interventions, and make adjustments as necessary.

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### Competency 4: Demonstrates the ability to implement an intervention plan to address client needs.

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3.1 Students will demonstrate appropriate communication, interviewing, and listening skills when consulting with educators, school administrators, family members, and other professionals.

### Competency 1: Demonstrates the ability to prepare written reports that are accurate and understandable for intended audience.

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### Competency 2: Demonstrates the ability to express oneself clearly, accurately, and in a manner that is understandable for the intended audience.

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<td>83%</td>
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3.2 Students will demonstrate application of consultative theories and strategies to individual, group, or systems issues.

### Competency 2: Demonstrates the ability to apply consultation processes and strategies to address the needs of individual students or groups of students.

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</table>

Indiana State University - School Psychology
## 3.3 Students will conceptualize effective leadership and change strategies and principles.

| Competency 1: Demonstrates the ability to comprehensively describe principles of systems-change. | 2.0 | 100% | 1.8 | 100% | 2.0 | 100% |
| Competency 2: Demonstrates the ability to apply principles of systems-change to school building, school district, or other agency consultation. | 2.1 | 100% | 2.2 | 83% | 2.2 | 100% |

## 4.1 Students will demonstrate knowledge and application of various research and evaluation methods and approaches.

| Competency 2: Demonstrates the ability to select appropriate research and evaluation methods. | NB | NA | 2 | 100% | 2.5 | 100% |

## 4.2 Students will conceptualize research questions or issues and design and conduct research/program evaluation.

| Competency 2: Demonstrates the willingness and ability to design and conduct research and/or program evaluation. | 2.0 | 100% | 2.4 | 83% | 2.3 | 1.0 |

## 4.3 Students will summarize and effectively communicate research/evaluation results to educators, school administrators, family members, and other professionals.

| Competency 1: Demonstrates the ability to identify key findings and practice implications in research and program evaluation results. | 2.2 | 100% | 2.2 | 100% | 2.5 | 100% |
| Competency 2: Demonstrates the ability to communicate research and/or program evaluation findings to educators, school administrators, family members, and other professionals. | 2.0 | 100% | 2.0 | 83% | 2.5 | 100% |

## 5.1 Students will demonstrate an understanding of the major professional, legal, and ethical issues that influence the profession and practice of school psychology in multiple settings.

| Competency 1: Demonstrates the ability to comprehensively describe ethical principles and guidelines. | 2.0 | 100% | 2.7 | 100% | 3.0 | 100% |
| Competency 1: Demonstrates the ability to follow ethical and professional principles and guidelines in multiple settings and situations. | 2.1 | 100% | 2.5 | 100% | 2.8 | 100% |
| Competency 2: Demonstrates the ability to provide professional services in a manner consistent with legal requirements. | 2.0 | 100% | 2.2 | 100% | 2.0 | 100% |
| Competency 3: Demonstrates the ability to engage in self-reflection about one's own professional skills and practice, identify areas of professional competency, and identify areas in need of continued learning and growth. | 2.2 | 100% | 2.4 | 100% | 3.0 | 100% |
| Competency 4: Demonstrates the ability to engage in supervision and receive/utilize feedback provided by supervisors and colleagues. | 2.1 | 100% | 2.6 | 100% | 3.0 | 100% |

5.2 Students will engage in practices that are in accordance with professional, legal, and ethical guidelines.

| Competency 1: Demonstrates awareness of the importance of background and experience in oneself and others. | 2.0 | 100% | 2.3 | 100% | 2.5 | 100% |
| Competency 2: Demonstrates the ability to comprehensively describe the importance of background and experience on learning and behavior. | 2.0 | 100% | 2.4 | 100% | 2.3 | 100% |
| Competency 3: Demonstrates the ability to consider client background and experience when providing professional services. | 2.0 | 100% | 2.6 | 100% | 2.0 | 100% |

5.3 Students will demonstrate knowledge of and responsiveness to the racial, ethnic, linguistic, experiential, and/or economic background of those with whom they interact professionally.

| Competency 1: | Demonstrates the ability to effectively listen and communicate with a range of clients and stakeholders. | 2.10 | 100% | 2.30 | 83% | 2.00 | 100% |
| Competency 2: Demonstrates respect and objectivity when working with a range of clients and stakeholders. | 2.30 | 100% | 2.40 | 100% | 2.10 | 100% |

5.4 Students will demonstrate the ability to establish and maintain rapport with clients and families for the purpose of providing individually and culturally relevant services.
<table>
<thead>
<tr>
<th>Second Year Practicum Field Supervisor Final Evaluation Ratings 2009-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating: 5=Little to No Supervision, 4=Minimal Supervision, 3=Moderate Supervision, 2=Close Supervision, 1=Needs Further Training, NB=No Basis to Evaluate</td>
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<tr>
<td>Data-based Decision Making and Accountability Domain</td>
</tr>
<tr>
<td>Interpersonal Communication Domain</td>
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<tr>
<td>Collaboration Domain</td>
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<tr>
<td>Consultation Domain</td>
</tr>
<tr>
<td>Effective Instruction and Development of Cognitive/Academic Skills</td>
</tr>
<tr>
<td>Socialization and Development of Life Skills: Behavioral Area</td>
</tr>
<tr>
<td>Socialization and Development of Life Skills: Affective Area</td>
</tr>
<tr>
<td>Student Diversity in Development and Learning</td>
</tr>
<tr>
<td>School and Systems Organization, Policy, Development, and Climate</td>
</tr>
<tr>
<td>Prevention, Crisis Intervention, and Mental Health</td>
</tr>
<tr>
<td>Home/School/Community Collaboration</td>
</tr>
<tr>
<td>Research and Program Development</td>
</tr>
<tr>
<td>School Psychology Practice and Development Domain</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>3.0</td>
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<td>3.5</td>
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</table>
Appendix I

Internship Evaluation Forms and Aggregate Data
SCHOOL PSYCHOLOGY INTERNSHIP EVALUATION - BRIEF FORM

Intern: __________________________________________ Evaluation Date: _________

Supervisor: ________________________________________

Directions: Please indicate the sources of information that provided data for supervisory judgments about levels of competence this semester on the checklist below. Intern self-report should be supported by other sources of information, and multiple sources of information should be used to assess competencies in all areas. Indicate the number on the scale that best describes the intern’s competence by circling the appropriate number for that rating.

Ratings for this period are based on (check all that apply):
☐ observation of interns
☐ observation of team interaction/meetings/staffing
☐ review of video/audiotapes
☐ reports from team members, clients, families
☐ feedback from principals/administrators
☐ information from school personnel
☐ review of written products (Please specify) ______________________
☐ intern self-report

NOTE TO SUPERVISORS: Students enter the Internship with varied levels of skills and needs. We do NOT expect that every intern will gain the level of expertise within a single year of supervised practice to attain an overall rating of “E” in every area.

<table>
<thead>
<tr>
<th>RATINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NB – No basis for evaluation, or there is insufficient information to make a rating at this time.</td>
</tr>
<tr>
<td>D – Does not meet expectations. The student’s skills are inadequate or below the expected level of competence in this area. The student likely requires additional instruction, training and/or close supervision.</td>
</tr>
<tr>
<td>M – Meets expectations. Skills reflect competency equivalent to expectations for the student’s level of training. He/she is prepared for an entry-level school psychology position with minimal need for supervision and guidance.</td>
</tr>
<tr>
<td>E – Exceeds expectations. The student’s skills in this area are above the expected level of competence for the level of training and experience. He/she is prepared for independent practice in an entry-level school psychology position.</td>
</tr>
</tbody>
</table>

Revised September 2012
1. **Data Based Decision Making and Accountability:** The School Psychology intern has knowledge of varied models and methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

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<tbody>
<tr>
<td>a.</td>
<td>Articulates and applies a problem solving strategy.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>b.</td>
<td>Clearly identifies the nature of the referral problem and the purpose of the assessment.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>c.</td>
<td>Uses appropriate assessment instruments directly related to the identified problem.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>d.</td>
<td>Analyzes/interprets assessment results in a meaningful and thorough fashion.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>Overall Domain Rating:</td>
<td>NB</td>
<td>D</td>
<td>M</td>
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</tbody>
</table>

Comments:

2. **Consultation and Collaboration:** The School Psychology intern demonstrates knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

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<tbody>
<tr>
<td>a.</td>
<td>Establishes effective collaborative relationships with teachers and other school personnel</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>b.</td>
<td>Communicates and listens effectively.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>c.</td>
<td>Relates well to students.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>Overall Domain Rating:</td>
<td>NB</td>
<td>D</td>
<td>M</td>
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</tbody>
</table>

Comments:

3. **Interventions and Instructional Support to Develop Academic Skills:** The school psychology intern exhibits knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. The student incorporates data collection methods to implement and evaluate services that support cognitive and academic skills.

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<tbody>
<tr>
<td>a.</td>
<td>Provides recommendations that follow logically from assessment results.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>b.</td>
<td>Designs appropriate empirically-supported academic interventions.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>c.</td>
<td>Monitors and assesses outcomes of academic intervention.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>Overall Domain Rating:</td>
<td>NB</td>
<td>D</td>
<td>M</td>
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Comments:
4. Interventions and Mental Health Services to Develop Social and Life Skills: The school psychology intern demonstrates 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. The student incorporates data-collection methods to implement and evaluate services that support socialization, learning, and mental health.

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<tbody>
<tr>
<td>a. Designs appropriate behavioral intervention plans based on established empirical evidence.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>b. Monitors and assesses outcomes of behavioral intervention.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>c. Develops appropriate empirically supported intervention/counseling goals.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
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</table>

Overall Domain Rating: NB D M E

Comments:

5. School-wide Practices to Promote Learning: The school psychology intern demonstrates knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

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<tbody>
<tr>
<td>a. Seeks information about the school culture.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>b. Demonstrates understanding of policies and practices of school district.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>c. Uses available technology to enhance preventions, interventions and consulting activities</td>
<td>NB</td>
<td>D</td>
<td>M</td>
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</tbody>
</table>

Overall Domain Rating: NB D M E

Comments:

6. Preventive and Responsive Services: The school psychology intern demonstrates 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.

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<tbody>
<tr>
<td>a. Sets appropriate goals for prevention activities.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>b. Actively participates in building teams focused on pre-referral or early intervention for academic difficulties (e.g., RtI).</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>c. Actively participates in building teams focused on pre-referral or early intervention for social-emotional or behavioral difficulties (e.g., PBIS)</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>d. Informs supervisor (and others as appropriate) about crisis situations.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
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</table>

Overall Domain Rating: NB D M E

Comments:

Revised September 2012
7. **Family-School Collaboration Services:** The school psychology intern has knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

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<th>NB</th>
<th>D</th>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>Conducts effective parent conferences.</td>
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<tr>
<td>b.</td>
<td>Serves effectively as liaison between school, parents and community.</td>
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<tr>
<td>c.</td>
<td>Promotes collaboration and partnerships between parents, educators and other professionals and community resources to improve outcomes for students.</td>
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**Overall Domain Rating:**

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<td>Comments:</td>
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</table>

8. **Diversity in Development and Learning:** The school psychology intern has 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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<tbody>
<tr>
<td>a.</td>
<td>Demonstrates knowledge of human development in different cultures.</td>
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<td>b.</td>
<td>Demonstrates understanding of psychopathology in childhood.</td>
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<tr>
<td>c.</td>
<td>Shows respect, and sensitivity for the needs of staff, students, and other professionals.</td>
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<tr>
<td>d.</td>
<td>Demonstrates awareness of cultural differences in working relationships.</td>
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<tr>
<td>e.</td>
<td>Actively works to develop skills in bridging cultural differences.</td>
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**Overall Domain Rating:**

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<td>Comments:</td>
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9. **Research and Program Evaluation:** The school psychology intern demonstrates knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

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<tbody>
<tr>
<td>a.</td>
<td>Seeks information from the literature to address questions about practice.</td>
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<tr>
<td>b.</td>
<td>Appropriately incorporates information from the literature into practice.</td>
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<tr>
<td>c.</td>
<td>Actively seeks opportunities to be involved in field-based research.</td>
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**Overall Domain Rating:**

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<td>Comments:</td>
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Revised September 2012
10. **Legal, Ethical, and Professional Practice:** The school psychology intern demonstrates 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.

<table>
<thead>
<tr>
<th></th>
<th>Demonstrates understanding of ethical principles.</th>
<th>NB</th>
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</thead>
<tbody>
<tr>
<td>b.</td>
<td>Demonstrates an awareness of competency level, and does not accept responsibilities that exceed this level.</td>
<td>NB</td>
<td>D</td>
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<td>E</td>
</tr>
<tr>
<td>c.</td>
<td>Keeps supervisors and administrators informed of unusual events and activities, as well as routine matters in their school(s).</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>d.</td>
<td>Uses feedback from supervision in a productive manner.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>e.</td>
<td>Consistently follows through when additional action is needed.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>f.</td>
<td>Demonstrates knowledge of procedures, standards, and criteria outlined in Article 7 or other appropriate state-level documents.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>g.</td>
<td>Integrates data from a wide variety of sources in making eligibility decisions and formulating recommendations.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>h.</td>
<td>Exercises adequate time management skills across a range of activities.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>a.</td>
<td>Demonstrates dependability.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>b.</td>
<td>Meets difficult situations with self-control.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>c.</td>
<td>Demonstrates good judgment and common sense.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>Overall Domain Rating:</td>
<td></td>
<td>NB</td>
<td>D</td>
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**Comments:**

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**Overall Rating**

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Intern signature*: ___________________________ Date: ________________

Supervisor's signature: ___________________________ Date: ________________

Intern's signature indicates only that the evaluation has been discussed with the intern.

Revised September 2012
SCHOOL PSYCHOLOGY INTERNSHIP EVALUATION - EXTENDED FORM

Intern: ___________________________ Evaluation Date: ________
Supervisor: ___________________________

Directions: Please indicate the sources of information that provided data for supervisory judgments about levels of competence this semester on the checklist below. Intern self-report should be supported by other sources of information, and multiple sources of information should be used to assess competencies in all areas. Indicate the number on the scale that best describes the intern’s competence by circling the appropriate number for that rating.

Ratings for this period are based on (check all that apply):
☐ observation of intern on-site
☐ observation of team interaction/meetings/staffing
☐ review of video/audiotapes
☐ reports from team members, clients, families
☐ feedback from principals/administrators
☐ information from school personnel
☐ review of written products (Please specify) ___________________________
☐ intern self-report

NOTE TO SUPERVISORS: Students enter the Internship with varied levels of skills and needs. We do NOT expect that every intern will gain the level of expertise within a single year of supervised practice to attain an overall rating of “E” in every area.

RATINGS

NB – No basis for evaluation, or there is insufficient information to make a rating at this time.

D – Does not meet expectations. The student’s skills are inadequate or below the expected level of competence in this area. The student likely requires additional instruction, training and/or close supervision.

M – Meets expectations. Skills reflect competency equivalent to expectations for the student’s level of training. He/she is prepared for an entry-level school psychology position with minimal need for supervision and guidance.

E – Exceeds expectations. The student’s skills in this area are above the expected level of competence for the level of training and experience. He/she is prepared for independent practice in an entry-level school psychology position.

Updated September 2012
1. **Data Based Decision Making and Accountability:** The School Psychology intern has knowledge of varied models and methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

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<thead>
<tr>
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<tbody>
<tr>
<td>a. Articulates and applies a problem solving strategy.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>b. Clearly identifies the nature of the referral problem and the purpose of the assessment.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>c. Uses appropriate assessment instruments directly related to the identified problem.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>d. Is sensitive to sources of bias when selecting and administering tests.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>e. Displays accuracy in administering tests.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>f. Displays accuracy in scoring tests.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>g. Accurately uses available computerized scoring software.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>h. Analyzes/interprets assessment results in a meaningful and thorough fashion.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td><strong>Overall Domain Rating:</strong></td>
<td>NB</td>
<td>D</td>
<td>M</td>
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<td><strong>Comments:</strong></td>
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</table>

2. **Consultation and Collaboration:** The School Psychology intern demonstrates knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

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<tr>
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<tbody>
<tr>
<td>a. Participates effectively as a team member.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>b. Accurately articulates strengths and needs of own role within a team.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>c. Works to improve team functioning.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>d. Establishes effective collaborative relationships with teachers and other school personnel</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>e. Maintains effective consultation notes and documentation.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>f. Evaluates effectiveness of consultation strategies.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>g. Communicates and listens effectively.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>h. Demonstrates objectivity in working relationships.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>i. Demonstrates knowledge of and respect for roles of various staff.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>j. Relates well to students.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>k. Prepares written reports and other written materials consistent with appropriate formats</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>l. Prepares written materials that are understandable and useful to teachers and parents.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>m. Provides oral feedback about assessment and intervention activities that is understandable and useful to teachers and parents.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td><strong>Overall Domain Rating:</strong></td>
<td>NB</td>
<td>D</td>
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<tr>
<td><strong>Comments:</strong></td>
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Updated September 2012
3. Interventions and Instructional Support to Develop Academic Skills: The school psychology intern exhibits knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. The student incorporates data collection methods to implement and evaluate services that support cognitive and academic skills.

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<tbody>
<tr>
<td>a.</td>
<td>Demonstrates knowledge of instructional and academic principles.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>b.</td>
<td>Identifies patterns of ineffective student academic strategies.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>c.</td>
<td>Demonstrates an understanding of developmental issues in planning academic / cognitive tasks.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>d.</td>
<td>Demonstrates an understanding of social-emotional and behavioral contributors to academic performance.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>e.</td>
<td>Demonstrates an understanding of curriculum in planning for academic skill development.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>f.</td>
<td>Provides recommendations that follow logically from assessment results</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>g.</td>
<td>Designs appropriately empirically-supported academic interventions.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>h.</td>
<td>Implements academic intervention plans.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>i.</td>
<td>Supports other personnel in using academic intervention plans.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>j.</td>
<td>Monitors and assesses outcomes of academic intervention.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>k.</td>
<td>Considers a range of alternatives and implications before recommending a change in child's program.</td>
<td>NB</td>
<td>D</td>
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Overall Domain Rating:

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<td>NB</td>
<td>D</td>
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</table>

Comments:

4. Interventions and Mental Health Services to Develop Social and Life Skills: The school psychology intern demonstrates 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. The student incorporates data-collection methods to implement and evaluate services that support socialization, learning, and mental health.

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<tbody>
<tr>
<td>a.</td>
<td>Demonstrates knowledge of basic behavioral principles.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>b.</td>
<td>Demonstrates knowledge of appropriate social and emotional functioning.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>c.</td>
<td>Identifies function of inappropriate or ineffective behavior patterns.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>d.</td>
<td>Demonstrates an understanding of developmental issues in identifying behavioral goals.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>e.</td>
<td>Demonstrates an understanding of academic contributors to social-emotional and behavioral functioning.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>f.</td>
<td>Designs appropriate behavioral intervention plans based on established empirical evidence.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>g.</td>
<td>Implements behavioral plans.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>h.</td>
<td>Supports other personnel in using behavioral intervention plans.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>i.</td>
<td>Monitors and assesses outcomes of behavioral intervention.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>j.</td>
<td>Develops appropriate empirically supported intervention/counseling goals.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>k.</td>
<td>Provides intervention/counseling to improve social-emotional or behavioral functioning.</td>
<td>NB</td>
<td>D</td>
</tr>
<tr>
<td>l.</td>
<td>Works with other personnel to generalize improvements in social-emotional</td>
<td>NB</td>
<td>D</td>
</tr>
</tbody>
</table>

Updated September 2012
5. School-wide Practices to Promote Learning: The school psychology intern demonstrates knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

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<tr>
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<tbody>
<tr>
<td>a. Seeks information about the school culture.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>b. Actively seeks opportunities to become part of the school culture.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>c. Demonstrates understanding of policies and practices of school district.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>d. Demonstrates understanding of particular schools as a system.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>e. Demonstrates knowledge of systems change strategies.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>f. Works collaboratively with school personnel to improve policies and practices that affect services to children.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>g. Obtains information about assistive technology to further the goals of individual students and systems</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>h. Uses available technology to enhance prevention, interventions and consulting activities</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
</tbody>
</table>

Overall Domain Rating: NB | D | M | E

Comments:

6. Preventive and Responsive Services: The school psychology intern demonstrates 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.

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<tbody>
<tr>
<td>a. Seeks information needed to learn about prevention.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>b. Applies knowledge of human development to resolution of problems.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>c. Conducts a needs assessment in preparation for prevention activities.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>d. Sets appropriate goals for prevention activities.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>e. Implements appropriate prevention/intervention programs.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>f. Measures outcome of prevention activities.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>g. Actively participates in building teams focused on pre-referral or early intervention for academic difficulties (e.g., RtI).</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>h. Actively participates in building teams focused on pre-referral or early intervention for social-emotional or behavioral difficulties (e.g., PBIS)</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>i. Articulates knowledge of crisis intervention skills.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>j. Appropriately applies crisis intervention skills.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>k. Informs supervisor (and others as appropriate) about crisis situations.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>l. Appropriately debriefs/processes crisis management after crisis is resolved.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
<td>E</td>
</tr>
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</table>

Overall Domain Rating: NB | D | M | E

Comments:

Updated September 2012
7. **Family-School Collaboration Services:** The school psychology intern has knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

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<tbody>
<tr>
<td>a.</td>
<td>Develops understanding of family influences that affect students’ wellness, learning, and achievement.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>b.</td>
<td>Conducts effective parent conferences.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>c.</td>
<td>Serves effectively as liaison between school, parents and community.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>d.</td>
<td>Promotes family involvement in student education.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>e.</td>
<td>Promotes collaboration and partnerships between parents, educators and other professionals and community resources to improve outcomes for students.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>f.</td>
<td>Helps family locate community resources to support family/child well-being.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>g.</td>
<td>Design interventions that facilitate collaboration between the school and parents.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
</tbody>
</table>

**Overall Domain Rating:** NB D M E

**Comments:**

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8. **Diversity in Development and Learning:** The school psychology intern has 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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<tbody>
<tr>
<td>a.</td>
<td>Actively works to builds a broad knowledge base to conceptualize human problems.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>b.</td>
<td>Demonstrates knowledge of human development in different cultures.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>c.</td>
<td>Demonstrates understanding of psychopathology in childhood.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>d.</td>
<td>Shows respect, and sensitivity for the needs of staff, students, and other professionals.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>e.</td>
<td>Demonstrates awareness of cultural differences in working relationships.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>f.</td>
<td>Respectfully explores differences in backgrounds among team/school personnel/family members.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>g.</td>
<td>Actively works to develop skills in bridging cultural differences.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>h.</td>
<td>Assesses strengths of families and students.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>i.</td>
<td>Works collaboratively with interpreters to facilitate family understanding, education, and involvement in their child’s educational process.</td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
</tbody>
</table>

**Overall Domain Rating:** NB D M E

**Comments:**

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*Updated September 2012*
9. Research and Program Evaluation: The school psychology intern demonstrates knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

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<tbody>
<tr>
<td></td>
<td>NB</td>
<td>D</td>
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<tr>
<td>a. Regularly reads the literature in school psychology.</td>
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<tr>
<td>b. Seeks information from the literature to address questions about practice.</td>
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<tr>
<td>c. Appropriately incorporates information from the literature into practice.</td>
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<tr>
<td>d. Actively seeks opportunities to be involved in field-based research.</td>
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<tr>
<td>e. Appropriately applies principles of research design to answer research questions.</td>
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<tr>
<td>f. Engages in research activities as specified in Internship Training Plan.</td>
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<td>Overall Domain Rating:</td>
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Comments:

10. Legal, Ethical, and Professional Practice: The school psychology intern demonstrates 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>
<td></td>
<td>NB</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>a. Demonstrates understanding of ethical principles.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>b. Actively explores ethical issues as they arise and formulates plans to resolve them.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>c. Demonstrates an awareness of competency level, and does not accept responsibilities that exceed this level.</td>
<td></td>
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</tr>
<tr>
<td>d. Keeps supervisors and administrators informed of unusual events and activities, as well as routine matters in their school(s).</td>
<td></td>
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</tr>
<tr>
<td>e. Uses feedback from supervision in a productive manner.</td>
<td></td>
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<tr>
<td>f. Understands own practice needs and actively asks for support/resources.</td>
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<tr>
<td>g. Consistently follows through when additional action is needed.</td>
<td></td>
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</tr>
<tr>
<td>h. Demonstrates knowledge of procedures, standards, and criteria outlined in Article 7 or other appropriate state-level documents.</td>
<td></td>
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</tr>
<tr>
<td>i. Integrates data from a wide variety of sources in making eligibility decisions and formulating recommendations.</td>
<td></td>
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</tr>
<tr>
<td>j. Exercises adequate time management skills across a range of activities.</td>
<td></td>
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</tr>
<tr>
<td>k. Demonstrates dependability.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>l. Meets difficult situations with self-control.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. Demonstrates good judgment and common sense.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n. Integrates many discrete skills in providing comprehensive school psychological services.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Domain Rating:</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Comments:
Overall Rating

Intern signature*: ___________________________ Date: ____________

Supervisor's signature: ___________________________ Date: ____________
Intern's signature indicates only that the evaluation has been discussed with the intern.

Updated September 2012
<table>
<thead>
<tr>
<th>Objectives and Competencies</th>
<th>2nd Year Practicum Field- (n=4)</th>
<th>Mean Score</th>
<th>% Meeting MLA</th>
<th>3rd Year Externship (n=6)</th>
<th>Mean Score</th>
<th>% Meeting MLA</th>
<th>5th Year Internship (n=2)</th>
<th>Mean Score</th>
<th>% Meeting MLA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Students will demonstrate understanding of basic measurement concepts and psychometric issues as they apply to assessment practices.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency 2: Demonstrates the ability to appropriately select assessment instruments based on measurement and psychometric properties.</td>
<td>2.0</td>
<td>100%</td>
<td>2.3</td>
<td>100%</td>
<td>2.3</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1.2 Students will demonstrate the ability to use a variety of assessment procedures to identify areas of strength and need and to monitor progress.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency 1: Demonstrates the ability to identify referral concern(s) and purpose of the evaluation.</td>
<td>2.0</td>
<td>100%</td>
<td>2.3</td>
<td>100%</td>
<td>2.5</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency 4: Demonstrates the ability to administer and score standardized assessment instruments, measures, and rating scales.</td>
<td>2.3</td>
<td>100%</td>
<td>2.2</td>
<td>67%</td>
<td>2.3</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency 5: Demonstrates the ability to conduct comprehensive evaluations to address presenting client concerns.</td>
<td>2.1</td>
<td>100%</td>
<td>2.3</td>
<td>83%</td>
<td>2.6</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1.3 Students will demonstrate the ability to utilize assessment results to facilitate programming and intervention appropriate to the individual characteristics of the client.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency 1: Demonstrates the ability to interpret evaluation results to identify strengths and sources of support.</td>
<td>2.2</td>
<td>100%</td>
<td>2.3</td>
<td>83%</td>
<td>2.0</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency 2: Demonstrates the ability to utilize assessment data to identify instructional, curricular, and intervention needs of client.</td>
<td>2.1</td>
<td>100%</td>
<td>2.4</td>
<td>83%</td>
<td>2.5</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency 3: Demonstrates the ability to utilize assessment data to develop recommendations for clients, school staff and families.</td>
<td>2.2</td>
<td>100%</td>
<td>2.3</td>
<td>83%</td>
<td>2.8</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2.1 Students will demonstrate understanding of the theoretical, conceptual, and procedural aspects of prevention and intervention for academic, behavioral, and emotional domains.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency 1: Demonstrates knowledge of evidence-based practices for academic domains.</td>
<td>2.0</td>
<td>100%</td>
<td>2.3</td>
<td>100%</td>
<td>2.3</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency 2: Demonstrates knowledge of evidence-based practices for emotional and behavioral domains.</td>
<td>2.0</td>
<td>100%</td>
<td>2.3</td>
<td>100%</td>
<td>2.2</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency 3: Demonstrates knowledge of intervention implementation and monitoring practices.</td>
<td>2.0</td>
<td>100%</td>
<td>2.4</td>
<td>100%</td>
<td>2.2</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2.2 Students will develop, implement, and assess effectiveness of intervention plans to address academic, behavioral, or emotional needs of clients.

| Competency 1: Demonstrates the ability to develop comprehensive intervention plans to address client need. | 2.3 | 100% | 2.4 | 83% | 2.1 | 100% |
| Competency 2: Demonstrates the ability to support educators, families, and other professionals during intervention implementation. | 2.0 | 100% | 2.3 | 83% | 2.3 | 100% |
| Competency 3: Demonstrates the ability to monitor the implementation and effectiveness of interventions, and make adjustments as necessary. | 2.0 | 100% | 2.5 | 83% | 2.1 | 100% |
| Competency 4: Demonstrates the ability to implement an intervention plan to address client needs. | 2.0 | 100% | 2.4 | 100% | 2.0 | 100% |

### 3.1 Students will demonstrate appropriate communication, interviewing, and listening skills when consulting with educators, school administrators, family members, and other professionals.

| Competency 1: Demonstrates the ability to prepare written reports that are accurate and understandable for intended audience. | 2.3 | 100% | 2.3 | 83% | 2.8 | 100% |
| Competency 2: Demonstrates the ability to express oneself clearly, accurately, and in a manner that is understandable for the intended audience. | 2.0 | 100% | 2.1 | 83% | 2.5 | 100% |

### 3.2 Students will demonstrate application of consultative theories and strategies to individual, group, or systems issues.

| Competency 2: Demonstrates the ability to apply consultation processes and strategies to address the needs of individual students or groups of students. | 2.3 | 100% | 2.2 | 100% | 2.5 | 100% |

Indiana State University - School Psychology
### 3.3 Students will conceptualize effective leadership and change strategies and principles.

| Competency 1: Demonstrates the ability to comprehensively describe principles of systems-change. | 2.0 | 100% | 1.8 | 100% | 2.0 | 100% |
| Competency 2: Demonstrates the ability to apply principles of systems-change to school building, school district, or other agency consultation. | 2.1 | 100% | 2.2 | 83%  | 2.2 | 100% |

### 4.1 Students will demonstrate knowledge and application of various research and evaluation methods and approaches.

| Competency 2: Demonstrates the ability to select appropriate research and evaluation methods. | NB | NA | 2 | 100% | 2.5 | 100% |

### 4.2 Students will conceptualize research questions or issues and design and conduct research/program evaluation.

| Competency 2: Demonstrates the willingness and ability to design and conduct research and/or program evaluation. | 2.0 | 100% | 2.4 | 83%  | 2.3 | 1.0  |

### 4.3 Students will summarize and effectively communicate research/evaluation results to educators, school administrators, family members, and other professionals.

| Competency 1: Demonstrates the ability to identify key findings and practice implications in research and program evaluation results. | 2.2 | 100% | 2.2 | 100% | 2.5 | 100% |
| Competency 2: Demonstrates the ability to communicate research and/or program evaluation findings to educators, school administrators, family members, and other professionals. | 2.0 | 100% | 2.0 | 83%  | 2.5 | 100% |

### 5.1 Students will demonstrate an understanding of the major professional, legal, and ethical issues that influence the profession and practice of school psychology in multiple settings.

| Competency 1: Demonstrates the ability to comprehensively describe ethical principles and guidelines. | 2.0 | 100% | 2.7 | 100% | 3.0 | 100% |
| Competency 1: Demonstrates the ability to follow ethical and professional principles and guidelines in multiple settings and situations. | 2.1 | 100% | 2.5 | 100% | 2.8 | 100% |
| Competency 2: Demonstrates the ability to provide professional services in a manner consistent with legal requirements. | 2.0 | 100% | 2.2 | 100% | 2.0 | 100% |
| Competency 3: Demonstrates the ability to engage in self-reflection about one’s own professional skills and practice, identify areas of professional competency, and identify areas in need of continued learning and growth. | 2.2 | 100% | 2.4 | 100% | 3.0 | 100% |
| Competency 4: Demonstrates the ability to engage in supervision and receive/utilize feedback provided by supervisors and colleagues. | 2.1 | 100% | 2.6 | 100% | 3.0 | 100% |

5.3 Students will demonstrate knowledge of and responsiveness to the racial, ethnic, linguistic, experiential, and/or economic background of those with whom they interact professionally.

| Competency 1: Demonstrates awareness of the importance of background and experience in oneself and others. | 2.0 | 100% | 2.3 | 100% | 2.5 | 100% |
| Competency 2: Demonstrates the ability to comprehensively describe the importance of background and experience on learning and behavior. | 2.0 | 100% | 2.4 | 100% | 2.3 | 100% |
| Competency 3: Demonstrates the ability to consider client background and experience when providing professional services. | 2.0 | 100% | 2.6 | 100% | 2.0 | 100% |

5.4 Students will demonstrate the ability to establish and maintain rapport with clients and families for the purpose of providing individually and culturally relevant services.

| Competency 1: Demonstrates the ability to effectively listen and communicate with a range of clients and stakeholders. | 2.10 | 100% | 2.30 | 83% | 2.00 | 100% |
| Competency 2: Demonstrates respect and objectivity when working with a range of clients and stakeholders. | 2.30 | 100% | 2.40 | 100% | 2.10 | 100% |
## Third Year Internship/Externship Field Supervisor Final Evaluation Ratings 2010-12

Rating: 3=Exceeds Expectations, 2=Meets Expectations, 1=Does Not Meet Expectations, NB=No Basis to Evaluate

<table>
<thead>
<tr>
<th>Data-based Decision Making and Accountability Domain</th>
<th>2010-2011 Mean Score (N=3)</th>
<th>2010-2011 % Meeting Minimum Level of Achievement</th>
<th>2011-2012 Mean Score (N=2)</th>
<th>2011-2012 % Meeting Minimum Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulates and applies a problem-solving strategy.</td>
<td>2.3</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Clearly identifies the nature of the referral problem and the purpose of the assessment.</td>
<td>2.5</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Uses appropriate assessment instruments directly related to the identified problem.</td>
<td>2.3</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Examines significant issues in the instructional and home environment.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Examines existing data to develop hypotheses.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Displays accuracy in administering measures.</td>
<td>2.5</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Displays accuracy in scoring measures.</td>
<td>2.5</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Analyzes/interprets assessment results in a meaningful and thorough fashion.</td>
<td>2.5</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Score</td>
<td>%</td>
<td>Score</td>
<td>%</td>
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<td>------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Generates testable hypotheses.</td>
<td>2.5</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Consultation and Collaboration Domain</td>
<td>2.5</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Communications and listens effectively.</td>
<td>2.5</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Seeks assistance, information, or input from supervisor and/or mentor in an appropriate manner.</td>
<td>2.7</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Is open to feedback and direction from supervisors and colleagues.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Effectively participates in discussions and meetings (team meetings, case conferences, etc.).</td>
<td>2.5</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Communicates clearly and effectively through written reports, articles, and correspondence.</td>
<td>2.3</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Prepares written reports and other materials within appropriate time limits.</td>
<td>2.5</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Interacts effectively and professionally with students, colleagues, and family members.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Works effectively and collaboratively with school staff and teachers.</td>
<td>2.7</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Is able to apply consultation methods and models to various situations and challenges.</td>
<td>2.5</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Demonstrates the use of a problem-solving approach in his/her daily work.</td>
<td>2.3</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Actively involves others in intervention plans.</td>
<td>2.3</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
</tbody>
</table>

Indiana State University - School Psychology
<table>
<thead>
<tr>
<th>Provides timely feedback on monitored activities.</th>
<th>2.0</th>
<th>100%</th>
<th>2.0</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effective Instruction and Development of Cognitive/Academic Skills Domain</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge of instructional and academic principles.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Identifies patterns of ineffective student academic strategies.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Demonstrates an understanding of developmental issues.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Demonstrates an understanding of curriculum in planning for academic skill development.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Provides recommendations that follow logically from assessment results.</td>
<td>2.5</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Collaboratively participates in planning programs to address student needs.</td>
<td>2.5</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Designs appropriate empirically-supported academic interventions.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Implements academic intervention plans.</td>
<td>NB</td>
<td></td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Supports other personnel in using academic intervention plans to support improved student behaviors.</td>
<td>2.5</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Monitors and assess outcomes of academic interventions.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Considers a range of alternatives and implications before recommending a change in child's program.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Socialization and Development of Life Skills Domain</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>------</td>
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<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Knowledgeable about children's development in social, affective, and adaptive domains.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Demonstrates knowledge of basic behavioral principles.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Identifies the function(s) of behavior to better understand student's challenges and needs.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Uses observation methods (systematic, anecdotal, ABC) to collect data and information.</td>
<td>2.3</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Uses interviewing skills and strategies to better understand complex student needs.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Develops intervention plans to enhance student learning, behavior, and functional performance.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Uses empirical evidence in the development of intervention/treatment plans.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Identifies appropriate behavioral, social, affective, adaptive, or learning goals and objectives.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Supports teachers, staff, and family members to implement intervention/treatment plans.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Monitors and assesses the impact and effectiveness of intervention/treatment plans.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Modifies intervention/treatment plans when necessary.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Services and supports contribute to positive student outcomes (academic and functional) as evidenced by data and team rating.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Consideration</td>
<td>Score</td>
<td>Percentage</td>
<td>Score</td>
<td>Percentage</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>-------</td>
<td>------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>Considers the developmental level of the student in recommending interventions.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Student Diversity in Development and Learning Domain</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actively works to build a broad knowledge base to conceptualize human problems.</td>
<td>2.2</td>
<td>77%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Candidate pursues opportunities to work with diverse populations in a clinical or field setting.</td>
<td>2.5</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Candidate demonstrates skills related to respectfully interacting with people from diverse backgrounds.</td>
<td>2.7</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Candidate has demonstrated the knowledge and skills to work with diverse families.</td>
<td>2.3</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Candidate showed proficiency relative to diversity and can develop a plan to improve his/her practice.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Demonstrates knowledge of human development with respect to academic and behavioral issues.</td>
<td>2.3</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Shows respect and sensitivity for the needs of staff, students, and other professionals.</td>
<td>2.5</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Respectfully explores differences in backgrounds among team/school personnel/family members.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Actively works to develop skills in bridging cultural differences.</td>
<td>2.5</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Assesses strengths of families and students.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Works collaboratively with interpreters to facilitate family understanding, education, and involvement in their child's educational process.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
</tbody>
</table>

Indiana State University - School Psychology
<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
<th>Percentage</th>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helps family locate community resources to support family/child well-being.</td>
<td>1.0</td>
<td>77%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td><strong>School and Systems Organization, Policy, Development, and Climate Domain</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledgeable about both general and special education and school systems and structures.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Demonstrates knowledge of and respect for staff members’ roles/responsibilities.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Demonstrates knowledge of systems-change principles and strategies.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Works collaboratively to foster meaningful partnerships between school, home, and community.</td>
<td>2.5</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Demonstrates knowledge about how school policy is established and enacted.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Follows school policy and procedures in daily work.</td>
<td>2.7</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Facilitates practices that create safe, supportive, and effective learning environments for all students.</td>
<td>2.5</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Participates in faculty or grade level meetings appropriately.</td>
<td>2.3</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Prevention, Crisis Intervention, and Mental Health Domain</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actively seeks opportunities to learn about prevention.</td>
<td>2.5</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Participates in available crisis prevention activities.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Criteria</td>
<td>2.5</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-----</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Learns about appropriate prevention/intervention programs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides evaluative feedback regarding crisis prevention/intervention programs.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Demonstrates understanding of psychopathology in childhood.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Demonstrates mental health intervention skills.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Assesses effectiveness of mental health intervention skills.</td>
<td>1.5</td>
<td>77%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Informs supervisor (and others as appropriate) about crisis situations.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Appropriately debriefs/processes crisis management after crisis is resolved.</td>
<td>NB</td>
<td></td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Home/School/Community Collaboration Domain</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates effectively with family members during conferences and meetings.</td>
<td>2.1</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Knowledgeable about family systems and family influences on development</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Actively welcomes family participation in the school.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Knowledgeable about district/community resources.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Works effectively with others in the community to facilitate comprehensive services to children and families.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----</td>
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<td>------</td>
</tr>
<tr>
<td><strong>Research and Program Development Domain</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeks to involve families in efforts to address student needs and challenges.</td>
<td>1.9</td>
<td>77%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Demonstrates knowledge of current research.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Seeks information from the literature to guide applications to practice.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Participates in needs assessments in the school.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Assists in building resources within the school.</td>
<td>1.5</td>
<td>77%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Actively seeks opportunities to be involved in program development/evaluation.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Actively seeks opportunities to become involved in research.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td><strong>School Psychology Practice and Development Domain</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practices in accordance with professional, ethical, and legal standards, including state regulations.</td>
<td>2.1</td>
<td>77%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Identifies potential ethical considerations and approaches such situations in a thoughtful and deliberate manner.</td>
<td>2.3</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Demonstrates an awareness of one's own level of competency and does not accept responsibilities exceeding the level.</td>
<td>2.3</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Informs supervisors and administrators of unusual or troubling events.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>---------------------------</td>
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<td>-----------</td>
</tr>
<tr>
<td>Uses feedback in a productive manner.</td>
<td>2.5</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Asks for assistance and resources when needed.</td>
<td>2.3</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Participates in professional organizations and associations.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Identifies professional goals and plans for growth and continuing professional development.</td>
<td>2.5</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Is able to summarize and explain the services they provide and the impact on student outcomes and school practices/policy.</td>
<td>1.0</td>
<td>77%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Effectively follows confidentiality and assessment ethics.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Information Technology Domain</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has current knowledge about technology resources for children and psychologists.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Demonstrates knowledge of assistive technology and universal design for learning principles to support student learning and goal attainment.</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Able to determine, when appropriate, how educational technology can be used to augment the learning environment.</td>
<td>1.7</td>
<td>77%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Demonstrates awareness of potential risks associated with technology (e.g. safeguarding confidentiality, test security).</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Demonstrates knowledge and skill in using technology to collect and manage student data (e.g. handheld devices to conduct observations, assessments, etc.).</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Demonstrates the ability to use technology to monitor student performance and produce graphical displays of progress and growth (e.g. Excel graphing features).</td>
<td>2.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
</tbody>
</table>
Demonstrates the ability to use technology to enhance professional functioning (e.g., timely communication, record keeping, documentation, and communication).
<table>
<thead>
<tr>
<th>Data-based Decision Making and Accountability Domain</th>
<th>Mean Score (N=1)</th>
<th>% Meeting Minimum Level of Achievement</th>
<th>Mean Score (N=3)</th>
<th>% Meeting Minimum Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulates and applies a problem-solving strategy.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Clearly identifies the nature of the referral problem and the purpose of the assessment.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Uses appropriate assessment instruments directly related to the identified problem.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Examines significant issues in the instructional and home environment.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Examines existing data to develop hypotheses.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Displays accuracy in administering measures.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Displays accuracy in scoring measures.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Analyzes/interprets assessment results in a meaningful and thorough fashion.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Generates testable hypotheses.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----</td>
<td>------</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td><strong>Consultation and Collaboration Domain</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications and listens effectively.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Seeks assistance, information, or input from supervisor and/or mentor in an appropriate manner.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Is open to feedback and direction from supervisors and colleagues.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Effectively participates in discussions and meetings (team meetings, case conferences, etc.).</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Communicates clearly and effectively through written reports, articles, and correspondence.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Prepares written reports and other materials within appropriate time limits.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Interacts effectively and professionally with students, colleagues, and family members.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Works effectively and collaboratively with school staff and teachers.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Is able to apply consultation methods and models to various situations and challenges.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Demonstrates the use of a problem-solving approach in his/her daily work.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Actively involves others in intervention plans.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Provides timely feedback on monitored activities.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----</td>
<td>------</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td>Effective Instruction and Development of Cognitive/Academic Skills Domain</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Demonstrates knowledge of instructional and academic principles.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Identifies patterns of ineffective student academic strategies.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Demonstrates an understanding of developmental issues.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Demonstrates an understanding of curriculum in planning for academic skill development.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Provides recommendations that follow logically from assessment results.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Collaboratively participates in planning programs to address student needs.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Designs appropriate empirically-supported academic interventions.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Implements academic intervention plans.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Supports other personnel in using academic intervention plans to support improved student behaviors.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Monitors and assess outcomes of academic interventions.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Considers a range of alternatives and implications before recommending a change in child's program.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Socialization and Development of Life Skills Domain</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----</td>
<td>------</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td>Knowledgeable about children’s development in social, affective, and adaptive domains.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Demonstrates knowledge of basic behavioral principles.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Identifies the function(s) of behavior to better understand student’s challenges and needs.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Uses observation methods (systematic, anecdotal, ABC) to collect data and information.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Uses interviewing skills and strategies to better understand complex student needs.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Develops intervention plans to enhance student learning, behavior, and functional performance.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Uses empirical evidence in the development of intervention/treatment plans.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Identifies appropriate behavioral, social, affective, adaptive, or learning goals and objectives.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Supports teachers, staff, and family members to implement intervention/treatment plans.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Monitors and assesses the impact and effectiveness of intervention/treatment plans.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Modifies intervention/treatment plans when necessary.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Services and supports contribute to positive student outcomes (academic and functional) as evidenced by data and team rating.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
</tbody>
</table>

Indiana State University - School Psychology
<table>
<thead>
<tr>
<th>Requirement</th>
<th>3.0</th>
<th>100%</th>
<th>2.0</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Considers the developmental level of the student in recommending interventions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Diversity in Development and Learning Domain</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actively works to build a broad knowledge base to conceptualize human problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate pursues opportunities to work with diverse populations in a clinical or field setting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate demonstrates skills related to respectfully interacting with people from diverse backgrounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate has demonstrated the knowledge and skills to work with diverse families</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate showed proficiency relative to diversity and can develop a plan to improve his/her practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge of human development with respect to academic and behavioral issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows respect and sensitivity for the needs of staff, students, and other professionals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respectfully explores differences in backgrounds among team/school personnel/family members</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actively works to develop skills in bridging cultural differences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assesses strengths of families and students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works collaboratively with interpreters to facilitate family understanding, education, and involvement in their child’s educational process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Indiana State University - School Psychology
| Knowledge of and respect for staff members' roles/responsibilities. | Demonstrates knowledge of systems-change principles and strategies. | Works collaboratively to foster meaningful partnerships between school, home, and community. | Demonstrates knowledge about how school policy is established and enacted. | Follows school policy and procedures in daily work. | Facilitates practices that create safe, supportive, and effective learning environments for all students. | Participates in faculty or grade level meetings appropriately. | Actively seeks opportunities to learn about prevention. | Participates in available crisis prevention activities. |
|---|---|---|---|---|---|---|---|
| 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

Indiana State University - School Psychology
<table>
<thead>
<tr>
<th>Domain</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learns about appropriate prevention/intervention programs.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Provides evaluative feedback regarding crisis prevention/intervention programs.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Demonstrates understanding of psychopathology in childhood.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Demonstrates mental health intervention skills.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Assesses effectiveness of mental health intervention skills.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Informs supervisor (and others as appropriate) about crisis situations.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Appropriately debriefs/processes crisis management after crisis is resolved.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Home/School/Community Collaboration Domain</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Communicates effectively with family members during conferences and meetings.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Knowledgeable about family systems and family influences on development.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Actively welcomes family participation in the school.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Knowledgeable about district/community resources.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
<tr>
<td>Works effectively with others in the community to facilitate comprehensive services to children and families.</td>
<td>3.0</td>
<td>100%</td>
<td>2.0</td>
<td>100%</td>
</tr>
</tbody>
</table>

Indiana State University - School Psychology
<table>
<thead>
<tr>
<th>Research and Program Development Domain</th>
<th>School Psychology Practice and Development Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeks information from the literature to guide applications to practice.</td>
<td>Practices in accordance with professional, ethical, and legal standards, including state regulations.</td>
</tr>
<tr>
<td>Actively seeks opportunities to be involved in program development/evaluation.</td>
<td>Identifies potential ethical considerations and approaches such situations in a thoughtful and deliberate manner.</td>
</tr>
<tr>
<td>Actively seeks opportunities to become involved in research.</td>
<td>Demonstrates awareness of one's own level of competency and does not accept responsibilities exceeding the level.</td>
</tr>
<tr>
<td>Assists in building resources within the school.</td>
<td>Inform supervisors and administrators of unusual or troubling events.</td>
</tr>
<tr>
<td>Participates in needs assessments in the school.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge of current research.</td>
<td></td>
</tr>
<tr>
<td>Seeks to involve families in efforts to address student needs and challenges.</td>
<td></td>
</tr>
<tr>
<td>Uses feedback in a productive manner.</td>
<td>3.0</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>Asks for assistance and resources when needed.</td>
<td>3.0</td>
</tr>
<tr>
<td>Participates in professional organizations and associations.</td>
<td>3.0</td>
</tr>
<tr>
<td>Identifies professional goals and plans for growth and continuing professional development.</td>
<td>3.0</td>
</tr>
<tr>
<td>Is able to summarize and explain the services they provide and the impact on student outcomes and school practices/policy.</td>
<td>3.0</td>
</tr>
<tr>
<td>Effectively follows confidentiality and assessment ethics.</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Information Technology Domain</strong></td>
<td></td>
</tr>
<tr>
<td>Has current knowledge about technology resources for children and psychologists.</td>
<td>3.0</td>
</tr>
<tr>
<td>Demonstrates knowledge of assistive technology and universal design for learning principles to support student learning and goal attainment.</td>
<td>3.0</td>
</tr>
<tr>
<td>Able to determine, when appropriate, how educational technology can be used to augment the learning environment.</td>
<td>3.0</td>
</tr>
<tr>
<td>Demonstrates awareness of potential risks associated with technology (e.g. safeguarding confidentiality, test security).</td>
<td>3.0</td>
</tr>
<tr>
<td>Demonstrates knowledge and skill in using technology to collect and manage student data (e.g. handheld devices to conduct observations, assessments, etc.).</td>
<td>3.0</td>
</tr>
<tr>
<td>Demonstrates the ability to use technology to monitor student performance and produce graphical displays of progress and growth (e.g. Excel graphing features).</td>
<td>3.0</td>
</tr>
</tbody>
</table>

*Indiana State University - School Psychology*
| Demonstrates the ability to use technology to enhance professional functioning (e.g. timely communication, record keeping, documentation, and communication). | 3.0 | 100% | 2.0 | 100% |
Appendix J

Preliminary Examination Forms and Aggregate Data
Written Preliminary Examination Evaluation and Scoring
School Psychology Program
Bayh College of Education

Student Name: ________________________________

Faculty Name: ________________________________

Attached is one section from the preliminary examination. The following scale is suggested for evaluation.

0 points---Fail—typically, either no answer is attempted, or the answer is wrong on a majority of its statements or irrelevant to the question.

1 point----Inadequate—typically, the answer is too skimpy in its treatment of the concepts and/or fails to include concepts that should have been included. Also, an answer may be well developed but is clearly oblique to the question.

2 points—Acceptable—typically, the answer does not commit the errors specified in the “fail” and “inadequate” categories, and it treats satisfactorily the concepts essential to the question.

3 points—Comprehensive—typically, the answer commits no errors in choosing and treating concepts essential to the question and shows a sound grasp of the relation of concepts to each other.

4 points—Scholarly—typically, an extraordinarily well-presented answer—one clearly superb among doctoral candidates.

Upon completion of your evaluation, record your reactions in the space below. Turn your evaluation and the test questions over to the student’s committee chair.

*************************************************************************

My evaluation is as follows:
<table>
<thead>
<tr>
<th>Area</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Affective</td>
<td>2.67</td>
<td>2.25</td>
<td>2.27</td>
<td>2.40</td>
</tr>
<tr>
<td>Biological Bases</td>
<td>3.13</td>
<td>2.83</td>
<td>2.03</td>
<td>2.66</td>
</tr>
<tr>
<td>Social and Behavioral</td>
<td>2.28</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Individual Bases</td>
<td>2.55</td>
<td>2.75</td>
<td>1.92</td>
<td>2.41</td>
</tr>
<tr>
<td>School Psych Specialty</td>
<td>2.69</td>
<td>2.73</td>
<td>2.28</td>
<td>2.57</td>
</tr>
<tr>
<td>Sub Specialization</td>
<td>2.64</td>
<td>2.51</td>
<td>2.68</td>
<td>2.61</td>
</tr>
</tbody>
</table>

4=Scholarly, 3=Comprehensive, 2=Adequate, 1=Inadequate, 0=Failure

<table>
<thead>
<tr>
<th>Final Decision</th>
<th>Frequency of Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>2</td>
</tr>
<tr>
<td>Pass following Conditions</td>
<td>0</td>
</tr>
<tr>
<td>Fail</td>
<td>0</td>
</tr>
<tr>
<td>Percent Meeting Minimum Level of Achievement</td>
<td>100%</td>
</tr>
</tbody>
</table>
Appendix K

Evaluation Tool and Program Goal Alignment
<table>
<thead>
<tr>
<th>Evaluation Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Portfolio (through 2011-12)</td>
<td>Submitted by students in spring, evaluated using rubric with 7 indicators rated on a three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]). Due to faculty dissatisfaction with the information gained from the Portfolio, use discontinued in 2012.</td>
</tr>
<tr>
<td>Annual Performance Evaluation (Beginning 2013)</td>
<td>Annual review of each student's (1) fieldwork evaluations, (2) course grades and (3) input from faculty who provided course instruction and/or dissertation, research, or teaching supervision during the academic year. Evaluated using rubric with 10 indicatives rated on three-point scale (Does Not Meet Expectations [1], Meets Expectations [2], Exceeds Expectations [3]) and an overall, four-point rating scale (Unsatisfactory, Basic, Proficient, Distinguished).</td>
</tr>
<tr>
<td>Practicum Evaluations</td>
<td>Completed for 1st and 2nd year practicum by field-based supervisor. 1st year practicum - completed at the end of each semester. 2nd year practicum completed two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.</td>
</tr>
<tr>
<td>Internship Evaluations</td>
<td>Completed for 3rd and 5th year experience by field-based supervisor, two times each semester. Forms have been revised over the years. Current forms use a rating of Exceeds Expectations (3), Meets Expectations (2), or Does Not Meet Expectations (1), with an additional option of No Basis for Rating.</td>
</tr>
<tr>
<td>Preliminary Examinations</td>
<td>Includes written and oral examination of: educational foundation and behavioral science areas, school psychology specialty area, and student's area of sub-specialty. Written examination evaluated using a rating of Scholarly (4), Comprehensive (3), Adequate (2), Inadequate (1), and Failure (0). Following oral examinations, a final evaluation rating is determined in one of three categories: Pass, Conditions, or Fail.</td>
</tr>
<tr>
<td>Research Tool Proficiency</td>
<td>Research proficiency is demonstrated by a minimum course grade of B in four courses: EPSY 620 Foundations of Research, EPSY 712 Statistical Inference, EPSY 710 Introduction to Qualitative Methods of Inquiry, and COUN 736 Research Seminar or SPSY 695 Research in School Psychology. Must be completed at this level before a student is eligible to take Preliminary Examinations.</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>1.0 Assessment and Data-based Decision Making: Demonstrate knowledge and skills concerning fundamentals of measurement and assessment, and the use of assessment measures in a non-biased, reliable and valid manner.</td>
<td>x</td>
</tr>
<tr>
<td>2.0 Prevention and Intervention: Demonstrate knowledge and skills concerning the theories and strategies used to guide the design and implementation of effective interventions for children and adolescents.</td>
<td>x</td>
</tr>
<tr>
<td>3.0 Consultation and Collaboration: Demonstrate the ability to apply theoretical knowledge and skills when consulting with educators, school administrators, family members, and other professionals.</td>
<td>x</td>
</tr>
<tr>
<td>4.0 Research and Evaluation: Demonstrate knowledge and skills pertaining to research methodology and design, the evaluation of treatment effects, and the communication of findings.</td>
<td>x</td>
</tr>
<tr>
<td>5.0 Professional Practice and Standards: Demonstrate skills required for appropriate professional practice, legal and ethical decision-making, and sensitivity to individual and cultural differences.</td>
<td>x</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>1.1 Basic measurement concepts and psychometric issues applied to assessment practices.</td>
<td>x</td>
</tr>
<tr>
<td>1.2 Demonstrate the ability to use a variety of assessment procedures.</td>
<td>x</td>
</tr>
<tr>
<td>1.3 Utilize assessment results to facilitate programming and intervention.</td>
<td>x</td>
</tr>
<tr>
<td>2.1 Demonstrate understanding of the theoretical, conceptual, and procedural aspects of prevention and intervention.</td>
<td>x</td>
</tr>
<tr>
<td>2.2 Develop, implement, and assess effectiveness of intervention plans.</td>
<td>x</td>
</tr>
<tr>
<td>3. 1 Demonstrate appropriate communication, interviewing, and listening skills.</td>
<td>x</td>
</tr>
<tr>
<td>3.2 Demonstrate application of consultative theories and strategies.</td>
<td>3.3 Conceptualize effective leadership and change strategies and principles.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>---</td>
</tr>
<tr>
<td>5.4 Demonstrate the ability to establish and maintain rapport with clients and families.</td>
<td>x</td>
</tr>
<tr>
<td>5.5 Demonstrate effective strategies for providing supervision and feedback.</td>
<td></td>
</tr>
<tr>
<td>Objectives and Competencies</td>
<td>Portfolio (thru 2011-12)</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>1.1 Students will demonstrate understanding of basic measurement concepts and psychometric issues as they apply to assessment practices.</td>
<td></td>
</tr>
<tr>
<td>Competency 1: Demonstrates the ability to critically evaluate the normative and psychometric properties of assessment instruments.</td>
<td>X</td>
</tr>
<tr>
<td>Competency 2: Demonstrates the ability to appropriately select assessment instruments based on measurement and psychometric properties.</td>
<td>X</td>
</tr>
<tr>
<td>1.2 Students will demonstrate the ability to use a variety of assessment procedures to identify areas of strength and need and to monitor progress.</td>
<td></td>
</tr>
<tr>
<td>Competency 1: Demonstrates the ability to identify referral concern(s) and purpose of the evaluation.</td>
<td>X</td>
</tr>
<tr>
<td>Competency 2: Demonstrates the ability to conduct comprehensive interviews with clients, families, and other professionals.</td>
<td>X</td>
</tr>
<tr>
<td>Competency 3: Demonstrates the ability to identify areas of strength and need via observations and record review.</td>
<td>X</td>
</tr>
<tr>
<td>Competency 4: Demonstrates the ability to administer and score standardized assessment instruments, measures, and rating scales.</td>
<td>X</td>
</tr>
<tr>
<td>Competency 5: Demonstrates the ability to conduct comprehensive evaluations to address presenting client concerns.</td>
<td>X</td>
</tr>
<tr>
<td>1.3 Students will demonstrate the ability to utilize assessment results to facilitate programming and intervention appropriate to the individual characteristics of the client.</td>
<td></td>
</tr>
<tr>
<td>Competency 1: Demonstrates the ability to interpret evaluation results to identify strengths and sources of support.</td>
<td>X</td>
</tr>
<tr>
<td>Competency 2: Demonstrates the ability to utilize assessment data to identify instructional, curricular, and intervention needs of client.</td>
<td>X</td>
</tr>
<tr>
<td>Competency 3: Demonstrates the ability to utilize assessment data to develop recommendations for clients, school staff and families.</td>
<td>X</td>
</tr>
</tbody>
</table>
2.1 Students will demonstrate understanding of the theoretical, conceptual, and procedural aspects of prevention and intervention for academic, behavioral, and emotional domains.

| Competency 1: Demonstrates knowledge of evidence-based practices for academic domains. | X | X | 3a, 3b, 3c, 3d, 3e, | X | 3a, 3b, 3c, 3d, 3e, 3f, 3g, 5g, 6b, 6d | X | 3a, 3b, 3c, 3d, 3e, 3f, 3g, 5g, 6b, 6d, 8b, 8c, |
| --- | --- | --- | --- | --- | --- | --- |
| Competency 2: Demonstrates knowledge of evidence-based practices for emotional and behavioral domains. | X | X | 4a, 4b, 4d, 4e | X | 4a, 4b, 4d, 4e, 5g, 6b, 6d, 6l | X | 4a, 4b, 4e, 5g, 6a, 6b, 6l, 6m |
| Competency 3: Demonstrates knowledge of intervention implementation and monitoring practices. | X | X | 3f, 3g, 4g, 4h | X | 3g, 3h, 3j, 4f, 4g, 4i, 4m | X | 3h, 3j, 4m |

2.2 Students will develop, implement, and assess effectiveness of intervention plans to address academic, behavioral, or emotional needs of clients.

| Competency 1: Demonstrates the ability to develop comprehensive intervention plans to address client need. | X | X | 3e, 4f, 7b | 3g, 4f, 4j, 5f, 5h, 6d, 7g, 8d | 3g, 4d, 4f, 4j, 4k, 5h, 6d, 7g |
| Competency 2: Demonstrates the ability to support educators, families, and other professionals during intervention implementation. | X | X | 3l, 4h, 4i | 3l, 4g, 4h, 4i, 6e |
| Competency 3: Demonstrates the ability to monitor the implementation and effectiveness of interventions, and make adjustments as necessary. | X | X | 3g, 4h | 3j, 4i, 4m, 6f | 3j, 4i, 4m, 6f |
| Competency 4: Demonstrates the ability to implement an intervention plan to address client needs. | X | X | 3f, 4g | 3h, 4g, 4k, 6e | 3h, 4g, 4k, 6e |

3.1 Students will demonstrate appropriate communication, interviewing, and listening skills when consulting with educators, school administrators, family members, and other professionals.

<table>
<thead>
<tr>
<th>Competency 1: Demonstrates the ability to prepare written reports that are accurate and understandable for intended audience.</th>
<th>X</th>
<th>X</th>
<th>2f</th>
<th>2k, 2l</th>
<th>2k, 2l,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 2: Demonstrates the ability to express oneself clearly, accurately, and in a manner that is understandable for the intended audience.</td>
<td>X</td>
<td>X</td>
<td>2c, 2g, 6b</td>
<td>2g, 2m</td>
<td>2g, 2m</td>
</tr>
</tbody>
</table>
### 3.2 Students will demonstrate application of consultative theories and strategies to individual, group, or systems issues.

| Competency 1: Demonstrates the ability to comprehensively describe consultation theories and processes. |   | 2b | 2d, 2e, 2f |   |
| Competency 2: Demonstrates the ability to apply consultation processes and strategies to address the needs of individual students or groups of students. | x |   | 2a, 2b, 2c, 2d, 5b, 5f, 6g, 6h, 7c, 7d, 7e | 2d, 2e, 2f, |
| Competency 3: Demonstrates the ability to work collaboratively with educators, school administrators, other professionals, and families. |   | 2a, 2b |   |   |

### 3.3 Students will conceptualize effective leadership and change strategies and principles.

| Competency 1: Demonstrates the ability to comprehensively describe principles of systems-change. |   | 5e |   | 5e |
| Competency 2: Demonstrates the ability to apply principles of systems-change to school building, school district, or other agency consultation. | x |   | 5a, 5b, 5c, 5d, 5e, 5f, 5h, 6c, 6d, 6e, 6f | 5a, 5b, 5c, 5d, 5e, 5f, 6c, |

### 4.1 Students will demonstrate knowledge and application of various research and evaluation methods and approaches.

| Competency 1: Demonstrates the ability to comprehensively describe research and evaluation methods. |   |   |   |   |
| Competency 2: Demonstrates the ability to select appropriate research and evaluation methods. | x |   | 9e | 9e |

### 4.2 Students will conceptualize research questions or issues and design and conduct research/program evaluation.

| Competency 1: Demonstrates the ability to develop and articulate research issues or questions. |   |   |   |   |
| Competency 2: Demonstrates the willingness and ability to design and conduct research and/or program evaluation. | x |   | 9d, 9e, 9f | 9d, 9e, 9f |
4.3 Students will summarize and effectively communicate research/evaluation results to educators, school administrators, family members, and other professionals.

| Competency 1: Demonstrates the ability to identify key findings and practice implications in research and program evaluation results. | x | 9a, 9b, 9c | 9a, 9b, 9c | x |
| Competency 2: Demonstrates the ability to communicate research and/or program evaluation findings to educators, school administrators, family members, and other professionals. | x | 9c | 9c | x |

5.1 Students will demonstrate an understanding of the major professional, legal, and ethical issues that influence the profession and practice of school psychology in multiple settings.

| Competency 1: Demonstrates the ability to comprehensively describe ethical principles and guidelines. | x | x | 8a | 10a | x | 10a |
| Competency 2: Demonstrates the ability to comprehensively define federal and state legal requirements related to the practice of school psychology. | x | x | 8b, 8f, 8g, 8h, 8i, 8j | 10a, 10b, 10j, 10k, 10l, 10m, 10n | x | 10a, 10b, 10j, 10k, 10l, 10m, 10n |
| Competency 3: Demonstrates the ability to describe the historical trends and future issues related to the practice of school psychology. | x | x | x | x | x | x |

5.2 Students will engage in practices that are in accordance with professional, legal, and ethical guidelines.

| Competency 1: Demonstrates the ability to follow ethical and professional principles and guidelines in multiple settings and situations. | x | x | 8a, 8f, 8g, 8h, 8i, 8j | 10a, 10b, 10j, 10k, 10l, 10m, 10n | x | 10a, 10b, 10j, 10k, 10l, 10m, 10n |
| Competency 2: Demonstrates the ability to provide professional services in a manner consistent with legal requirements. | x | x | 10h | 10h |
| Competency 3: Demonstrates the ability to engage in self-reflection about one’s own professional skills and practice, identify areas of professional competency, and identify areas in need of continued learning and growth. | x | x | 8b, 8e | 10c, 10f, 10g | x | 10c, 10f, 10g |
| Competency 4: Demonstrates the ability to engage in supervision and receive/utilize feedback provided by supervisors and colleagues. | x | x | 8c, 8d | 10d, 10e, 10f | x | 10d, 10e, 10f |

5.3 Students will demonstrate knowledge of and responsiveness to the racial, ethnic, linguistic, experiential, and/or economic background of those with whom they interact professionally.
| Competency 1: Demonstrates awareness of the importance of background and experience in oneself and others. | X | X | 6a, 7c | 7a, 8a | 7a |
| Competency 2: Demonstrates the ability to comprehensively describe the importance of background and experience on learning and behavior. | X | X | 7a | 8b, 8c | X | 8b, 8c |
| Competency 3: Demonstrates the ability to consider client background and experience when providing professional services. | X | X | 7c | 7e, 7f, 7g, 8e | 8e |

5.4 Students will demonstrate the ability to establish and maintain rapport with clients and families for the purpose of providing individually and culturally relevant services.

| Competency 1: Demonstrates the ability to effectively listen and communicate with a range of clients and stakeholders. | X | X | 2b, 2e, 6b, 7b, 7c | 2d, 2j, 7b, 7c, 8e | 7b, 7c |
| Competency 2: Demonstrates respect and objectivity when working with a range of clients and stakeholders. | X | X | 2d, 7b | 2h, 8d, 8f, 8g | 8d, 8f, 8g, 8h |

5.5 Students will demonstrate effective strategies for providing supervision and feedback.

| Competency 1: Demonstrates the ability to utilize effective interpersonal and communicative skills when providing supervision to individuals and groups. | X |
| Competency 2: Demonstrates the ability to identify learning needs, write learning goals, identify instructional strategies, and evaluate learning for supervisees. | X |
Appendix O

Minimum Levels of Achievement
<table>
<thead>
<tr>
<th>Assessment or Evaluation Tool</th>
<th>Student Minimum Level of Achievement</th>
<th>Program Assessment Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Portfolio (thru 2011)</td>
<td><em>Meets Expectation</em> rating for each of seven indicators on Portfolio Rubric</td>
<td>Target: 85% of students receive <em>meets expectation</em> rating or above for each of the portfolio indicators</td>
</tr>
<tr>
<td>Annual Performance Evaluation (Beginning 2012)</td>
<td>Basic rating on overall performance indicator</td>
<td>Target: 85% of students receive Basic rating on overall performance indicator</td>
</tr>
<tr>
<td>Practicum Evaluations</td>
<td>Average rating of 2.0 for each of the competency areas.</td>
<td>85% of students receive an average overall rating of 2.0 or above for each of the rated domains</td>
</tr>
<tr>
<td>Internship Evaluations</td>
<td>Average rating of 2.0 for each of the competency areas.</td>
<td>85% of students receive an average overall rating of 2.0 or above for each of the rated domains</td>
</tr>
<tr>
<td>Preliminary Examinations</td>
<td>Average rating of 2.0 for each of areas assessed.</td>
<td>85% of students receive a rating of 2.0 or above for each of the areas</td>
</tr>
<tr>
<td>Research Tool Proficiency</td>
<td>Grade of B in EPSY 620, EPSY 710, EPSY 710, and COUN 736/SPSY 695</td>
<td>85% of students earn a grade of B or higher in the specified courses</td>
</tr>
</tbody>
</table>