

M.A.E. in School Psychology Academic Assessment Plan 2012-13

College of Education
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Office of the Provost

*University of
Florida*

*Institutional
Assessment*

*Continuous Quality
Enhancement*

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Academic Assessment Plan for M.A.E. in School Psychology

College of Education

A. Mission

The mission of the University of Florida's School Psychology Program (SPP) is to prepare school psychology practitioners and scholars whose activities promote the psychological and educational development and well-being of children and youth. The program is grounded in a scientist-practitioner model as reflected in its commitment to a synthesis between science and practice throughout all academic and professional preparation opportunities. As scientists, students develop a solid foundation of content knowledge in core areas of psychology, education, research methods, and professional school psychology. SPP students effectively utilize this body of evolving knowledge to prevent, assess, and intervene regarding psychological and educational issues impacting children, families, and institutions; and to conduct and evaluate basic and applied research. Program faculty strive to demonstrate that scholarly and applied practice roles are not distinct, and instead are inextricably linked when considering the work of school psychologists across a diverse range of practice settings.

The SPP is committed to preparing future school psychologists to assume professional leadership roles in university, school, clinical, and other community settings. Across these settings, school psychologists work to ensure positive educational outcomes for all children and youth, and utilize their professional knowledge and skills to function as change agents. School psychologists help others understand and attain their educational, legal, and individual rights and work to promote change at various levels. To fulfill these critical roles, SPP students develop competencies that sustain their ability to provide a comprehensive range of direct and indirect psychological services to children, youth, their families and educators. This includes competency to use a wide variety of assessment methods; to consult with families, educators and other professionals; to design and implement direct and indirect interventions tailored to individual and group needs; to develop prevention and other intervention programs that promote optimal development; and to evaluate the effectiveness of interventions, programs, and other school psychological services.

The SPP supports the missions of the university and college by preparing well-qualified practitioners and scholars to deliver psychological services and basic and applied research to meet the diverse needs of the diverse global community.

B. Student Learning Outcomes and Assessment Measures

| SLO Type | Student Learning Outcome | Assessment Method | Degree Delivery |
|-----------------------|---|--|-----------------|
| Knowledge | Candidates will identify knowledge of core school psychology content areas including: psychological foundations, assessment, consultation, academic and behavioral interventions, counseling, professional and ethical standards. | Candidates will obtain a passing score (167 or higher) on the Praxis II exam in School Psychology at first administration. Candidates will submit official Praxis II score reports to the SP Program Director prior to degree completion. | Campus |
| Skills | Candidates will design, implement, and evaluate an empirically validated intervention to demonstrate proficiency in using psychological assessment. | Candidates will receive a mean rating of 2.5 (2=Proficient skills; 3=Exemplary skills) from two faculty members on a rubric evaluating an assessment case study and intervention case study completed as part of the School Psychology Professional Portfolio. | Campus |
| Professional Behavior | Candidates will display professional behaviors and attitudes consistent with School Psychology professional standards and ethical principles including: effective communication and interpersonal skills, respect for diversity and individual differences, and responsive to supervisory feedback. | Candidates will receive a mean rating of 4.0 (Above Average) on the Professional Behavior items included on the end-of-year Internship Appraisal form completed by a field-based supervisor. | Campus |

C. Research

The MAE degree is not a research degree. Nevertheless, an organizing theme for the SPP underscores the view of school psychologists as professionals who rely on data-based decision making in all areas of professional practice and development. Through a process of identifying needs, collecting information, intervening and making decisions, and assessing outcomes, school psychologists demonstrate their problem-solving skills and improve their ability to intervene effectively. The program cultivates this professional perspective through required program experiences, faculty mentoring, supervision, and

feedback. This framework is viewed as critical to the development of a school psychologist's knowledge and skills while involved in graduate training and as a guide to future professional development as SPP graduates work to expand and improve their knowledge of scholarship and related professional practices.

The following research expectations are met by MAE students in the SPP:

Demonstrates understanding of fundamental principles of statistics and research methodology used in basic and applied research.

Demonstrates understanding of statistical methods for detecting bias in the assessment of groups from diverse racial/ethnic and linguistic backgrounds.

Demonstrates proficiency in evaluating basic and applied research in school psychology and related areas.

MAE students take 9 credit hours of research methods and statistics. In addition to the doctoral dissertation, all MAE students are required:

Position Paper with Literature Review – Write a paper addressing an issue/topic encountered in clinical practice that is stated as a by a clear position or perspective. Review the relevant research literature relevant to the issue/topic.

Attend a Professional Conferences/Workshops – Document attendance at professional conferences, in-services, workshops, and other professional meetings.

D. Assessment Timeline

Program: M.A.E. in School Psychology

College: Education

| Assessment | Assessment 1 | Assessment 2 | Assessment 3 |
|------------------------------|---|--------------|--------------|
| SLOs | | | |
| Knowledge | | | |
| #1 | Praxis II (PCI) | | |
| Skills | | | |
| #2 | Assessment and Intervention Case Studies Rubric (PCI) | | |
| Professional Behavior | | | |
| #3 | Professional Behavior Items of Internship Appraisal (PCI) | | |

*Prior to completion of internship (PCI).

E. Assessment Cycle

Program: M.A.E. in School Psychology

Analysis and Interpretation:

Program Modifications:

Dissemination:

College: Education

Completed by September 30.

Completed by end of Spring.

Completed by August.

| SLOs | Year | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|------------------------------|------|-------|-------|-------|-------|-------|-------|
| Content Knowledge | | | | | | | |
| #1 | | X | X | X | X | X | |
| Skills | | | | | | | |
| #2 | | X | X | X | X | X | X |
| Professional Behavior | | | | | | | |
| #3 | | X | X | X | X | X | X |

F. Measurement Tools

At the end of each academic year, MAE students receive an annual evaluation of their professional development and progress. Information for this evaluation is collected from a diverse range of individuals. Information considered in the annual review process includes:

- Academic Performance forms completed by all SPP faculty who have had substantial contact with the student over the course of the year. This results in 3-5 completed evaluations for each student. For advanced doctoral students who are not completing core school psychology courses, an academic performance evaluation must be completed by at least one instructor they have completed a course with over the past two semesters.
- An Annual Student Progress form completed by an Employer/Supervisor typically connected to a student's teaching or research assistantship. If this supervisor happens to be a school psychology faculty member, students will be encouraged to solicit one evaluation from a course instructor, research mentor, or employer outside of the program.
- Practicum Evaluation Forms completed for the fall and spring semesters by an on-site supervising psychologist.
- Review of graduate transcripts to provide information about overall GPA and courses completed in the past year.
- Completion of a self-evaluation using the academic performance, employment, and practicum evaluation forms. Students also submit an annual activity report that summarizes coursework, practicum experiences, research experiences, and dates for completion of program requirements.

The SPP faculty meet as a group to review the evaluation forms and discuss each student's progress. The Director of the SPP, in conjunction with the student's advisor, then completes a written summary of the discussion. A formal letter of evaluation is completed by the SPP Director and forwarded to each student. Faculty members meet individually with their advisees to discuss the faculty's evaluations, along with the student's self-evaluation. The purpose of this meeting is to discuss academic and professional progress as well as future plans and goals. The meeting also is intended to provide students with an opportunity to provide feedback to faculty regarding the annual evaluation and the SPP in general. The signature of the student is required to indicate receipt of the letter. If the student wants to contest any portion of the evaluation letter they have the option of submit a written statement to the Program Director identifying any disagreement or concerns they have with the evaluation. The annual evaluation letter and any student dissent statement are kept in the student's program file.

Portfolio Contents

A portfolio is a systematic and organized collection of evidence concerning a candidate's knowledge and professional competencies. The portfolio is used to demonstrate that candidates possess the specific professional competencies that are expected in the UF School Psychology Program. The content of the portfolio will include samples of work that have been completed throughout the program, as well as work created specifically for the portfolio. The process of putting together the portfolio has been divided into two phases, working and professional. The Working Portfolio is created during the first two years in the program and generally reflects products from course work and practicum. The Professional Portfolio includes the content of the Working Portfolio, as well as additional products that are developed during the third year in the program. Portfolio defenses are scheduled during the spring semester of the internship year (typically in February). Therefore, candidates in the specialist program will be completing the Professional Portfolio during the internship year.

Current Vita - A revised, up-to-date curriculum vita that includes education, professional positions, practicum experiences, professional memberships, awards or recognitions, conference presentations, and publications.

Statement of Professional Goals - A current and updated statement of professional goals which details a) short-term and long-term career/professional goals and plans after completion of the degree program, and b) the candidate's specific goals and plans for the remainder of the program.

Attendance at Professional Conferences/Workshops – Documentation of attendance at professional conferences, in-services, workshops, and other professional meetings.

Psychological Evaluations –Examples of psychological reports that address a range of academic and behavioral concerns. Psychological reports should include a reason for referral, background information, range of assessment procedures appropriate to the referral concern, discussion of assessment data, and recommendations.

Working Portfolio - Three examples of psychological reports that represent evaluations completed during course work and practicum. One evaluation must

address a reading difficulty, one a social/emotional concern, and one a comprehensive evaluation.

Professional Portfolio - Two examples of psychological reports that represent a typical evaluation for the internship site and a comprehensive evaluation completed during internship. The comprehensive evaluation must address academic concerns, as well as emotional/behavioral concerns. The report must be accompanied by a reflection paper that discusses the comprehensiveness of the evaluation and connections to the professional literature and research.

Intervention Case Studies- Examples of intervention case studies that demonstrate a range of intervention competencies including behavioral intervention, counseling, and consultation. Each case study must address the following areas: background and context of the problem, a description and analysis of the problem, goals for intervention, a specific description of the intervention, collaboration efforts with school, family, and/or community-based individuals, outcome data and a discussion of the results of the intervention.

Working Portfolio - Three examples of intervention case studies that were completed during course work or practicum. The completed case studies must include a behavioral intervention, a counseling intervention, and a consultation.

Professional Portfolio - One example of an intervention case study that was completed during internship. The completed case study must include a direct intervention (counseling or behavioral intervention) and must demonstrate consultation efforts with family or school personnel. Case studies should demonstrate that the intervention(s) resulted in measurable, positive impact on children, youth, and/or families. The case study must be accompanied by a reflection paper that demonstrates how the intervention reflects a selected theoretical orientation, as well as connections to the professional literature and research.

Response to an Ethical Dilemma – A short paper that discusses the resolution of an ethical dilemma. Candidates should identify, in consultation with their faculty advisor, a specific ethical dilemma encountered in practicum and/or internship. Candidates will apply specific principles from the Principles for Professional Ethics (NASP, 2000) and Ethical Principles of Psychologists and Code of Conduct (APA, 2002).

In-service Training Program or Workshop – Substantive contribution in the development and presentation of an in-service workshop or program to an educational, community agency, or family/parent organization or group. Evidence provided should include a detailed outline of the presentation, specific objectives and expected outcomes, and samples of handouts and materials used during the presentation.

Position Paper w/Literature Review – A paper addressing an issue/topic encountered in clinical practice that is stated as a by a clear position or perspective. Review the relevant research literature relevant to the issue/topic.

Attendance at Professional Conferences/Workshops – Documentation of attendance at professional conferences, in-services, workshops, and other professional meetings.

Successful completion of state and national school psychology examinations are required by the SPP, the UF College of Education, and the State of Florida in order to obtain a degree in school psychology. All students in state-approved educator preparation programs at the University of Florida must pass all pertinent sections of the Florida Teacher Certification Examination (FCTE). To obtain a degree in School Psychology there are three sections of the FCTE to complete: General Knowledge, Professional Education, Subject Area Exam in School Psychology. Students must receive a passing score on all sections of the FCTE, as established by state guidelines, prior to graduation. This requirement applies to all students graduating from the UF SPP, including individuals who intern or intend to seek a position outside Florida.

Additionally, the SPP requires that all students pass the PRAXIS II exam in School Psychology that is administered by the Educational Testing Service (ETS). The passing score for the exam is 167; which is consistent with the standards set by the National School Psychology Certification Board to become a Nationally Certified School Psychologist (NCSP) and the State of Florida to become a Licensed School Psychologist.

Professional behavior is assessed during internship with the Internship Evaluation Form (Appendix 1).

G. Assessment Oversight

Here, list the names and contact information of those who oversee the assessment process in your program. Add or delete rows as needed.

| Name | Department Affiliation | Email Address | Phone Number |
|---------------|---|-----------------------|--------------|
| John Kranzler | School of Special Education, School Psychology, and Early Childhood Studies | jkranzler@coe.ufl.edu | 273-4119 |
| Elayne Colón | Dean's Area | epcolon@coe.ufl.edu | 273-4132 |
| Tom Dana | Dean's Area | tdana@coe.ufl.edu | 273-4134 |

Appendix 1: University of Florida School Psychology Program Internship Evaluation Form 2012 - 2013

Intern: _____ Field Supervisor: _____

Internship Location: _____

University Supervisor: Dr. John H. Kranzler,
P.O. Box 117050,
College of Education
Gainesville, FL 32611
(352) 273-4284,
jkranzler@coe.ufl.edu

Directions: The ratings of interns should be based upon actual observation and/or reports of intern performance received from staff, parents, students, and appropriate other sources. Please evaluate the intern based on his/her current level of progress and competence in the internship setting. *Circle the number on the scale that best describes the intern's competence as given in the descriptions below.* Rate each category independently, using the following scale points:

- 4 **Exceptional:** The candidate consistently aligns practice with national and state standards at the appropriate level of rigor in a practical setting. The candidate can modify and implement this skill in alternative situations with minimal to no supervision required.
- 3 **Accomplished:** The candidate usually aligns practice with national and state standards at the appropriate level of rigor in a practical setting. The candidate is independent in routine situations with minimal to no supervision required.
- 2 **Developing:** The candidate is developing the ability to align practice with national and state standards at the appropriate level of rigor. The candidate requires coaching and supervision to implement this skill in the practical setting.
- 1 **Unsatisfactory:** The candidate demonstrates little knowledge of how to align practice with national and state standards at the appropriate level of rigor. The candidate is not yet prepared to demonstrate this skill in a practical setting.
- ND **No Data:** Competence not evaluated due to insufficient data to make a rating at this time.

| I. Data-based Decision Making and Evaluation of Practices | ND-No Data | 1-Unsatisfactory | 2-Developing | 3-Accomplished | 4-Exceptional |
|---|-------------------|-------------------------|---------------------|-----------------------|----------------------|
| 1. Demonstrates knowledge of appropriate theories and research on methods of assessment and data collection to identify student strengths and needs, develop effective services and programs, and /or measure progress and outcomes. | | | | | |
| 2. Analyzes multiple sources of qualitative and quantitative data across domains (cognitive, academic, social/emotional/ behavioral) to inform decision making and to design and implement services and programs. | | | | | |
| 3. Uses data to monitor student progress (academic, social/emotional/behavioral) and mental health and to evaluate the effectiveness of services and programs. | | | | | |
| 4. Shares results of assessments in appropriate and understandable ways (orally and in written reports) students, parents, and other stakeholders (e.g., teachers, administrators, school teams). | | | | | |
| 5. Applies technology to analyze, organize, and integrate assessment results. | | | | | |

Comments

| II. Consultation and Collaboration | ND-No Data | 1-Unsatisfactory | 2-Developing | 3-Accomplished | 4-Exceptional |
|--|-------------------|-------------------------|---------------------|-----------------------|----------------------|
| 1. Demonstrates knowledge of appropriate theories and research on methods of consultation, collaboration, and communication applicable to individual, families, groups, and systems for the promotion of effective implementation of services and programs. | | | | | |
| 2. Uses a systematic and comprehensive collaborative problem-solving framework to promote effective implementation of services and programs that permeates all aspects of service delivery. | | | | | |
| 3. Collaborates with school-based and district-level teams to develop and/or maintain a multi-tiered continuum of services. | | | | | |
| 4. Consults and collaborates at appropriate levels (individual, family, group, and systems) to implement effective services and programs. | | | | | |
| 5. In collaboration with others, uses assessment and data collection methods to implement and evaluate the effectiveness of services and programs (cognitive, academic, social and life skills). | | | | | |
| 6. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports. | | | | | |
| 7. Collaborates with school personnel and students to foster student engagement and appropriate classroom behavior. | | | | | |

Comments

| III. Direct Interventions | ND-No Data | 1-Unsatisfactory | 2-Developing | 3-Accomplished | 4-Exceptional |
|---|------------|------------------|--------------|----------------|---------------|
| 1. Demonstrates knowledge of appropriate theories and research on influences (e.g., biological, developmental, cultural, and social) on academic and social-emotional functioning and mental health considers them when planning interventions. | | | | | |
| 2. Plans and designs instruction/interventions based on data, and aligns efforts with the school and district improvement plans and state and federal mandates. | | | | | |
| 3. Applies evidence-based practices to implement and evaluate student instruction/interventions that support cognitive and academic skills, including reading, math, critical thinking skills, and subject matter knowledge. | | | | | |
| 4. Applies evidence-based practices within to implement and evaluate student instruction/interventions that support socialization, and mental health. | | | | | |
| 5. Identifies, provides, and/makes referrals for supports designed to help students overcome barriers that impede learning. | | | | | |

Comments

| IV. Indirect Interventions (Direct services to children and youth) | ND-No Data | 1-Unsatisfactory | 2-Developing | 3-Accomplished | 4-Exceptional |
|---|-------------------|-------------------------|---------------------|-----------------------|----------------------|
| 1. Demonstrates knowledge of appropriate theories and research on school and systems structure, organization, and theory; general and special education. | | | | | |
| 2. Demonstrates knowledge of appropriate theories and research on resilience and risk factors, prevention, and crisis intervention. | | | | | |
| 3. Develops intervention support plans that help the student, family, or community agencies and systems of support to create and maintain effective and supportive learning environments that enhance critical thinking and maximize the learning potential of all children. | | | | | |
| 4. Appropriately engages parents and community partners whenever appropriate in the planning and design of instruction/interventions for a variety of student outcomes. | | | | | |
| 5. Develops and implements prevention services and programs that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors. | | | | | |
| 6. Provides a continuum of crisis intervention services (crisis prevention, response, and recovery). | | | | | |
| 7. Promotes safe school environments. | | | | | |

Comments

| V. Diversity in Development and Learning | ND-No Data | 1-Unsatisfactory | 2-Developing | 3-Accomplished | 4-Exceptional |
|--|------------|------------------|--------------|----------------|---------------|
| 1. Demonstrates knowledge of theories and research on individual differences and diversity factors for children, families, and schools, including factors related to culture, context, and individual differences and disabilities. | | | | | |
| 2. Promotes multicultural understanding and dialog that facilitates family-school partnerships. | | | | | |
| 3. Respects cultural and linguistic background of students, parents, teachers, and other stakeholders. | | | | | |
| 4. Maintains a climate of open-mindedness, fairness, and support among students, parents, teachers, and other stakeholders. | | | | | |
| 5. Modifies assessments and testing conditions to promote reliable and valid assessment of children and youth from diverse backgrounds and with diverse learning needs. | | | | | |
| 6. Adapts and designs instruction/interventions based on assessment data and the differing needs and diversity of students. | | | | | |
| 7. Promotes effective functioning for students, parents, teachers, and other stakeholders with diverse characteristics, cultures, and backgrounds. | | | | | |

Comments

| VI. Research and Program Evaluation | ND-No Data | 1-Unsatisfactory | 2-Developing | 3-Accomplished | 4-Exceptional |
|---|-------------------|-------------------------|---------------------|-----------------------|----------------------|
| 1. Demonstrates knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods. | | | | | |
| 2. Demonstrates skills to evaluate and apply research as a foundation for service delivery. | | | | | |
| 3. Independently, and in collaboration with others, uses data to monitor student progress and adjust instruction/interventions and programs when necessary. | | | | | |
| 4. Uses various current techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices. | | | | | |

Comments

| VII. Legal, Ethical, and Professional Practice | ND-No Data | 1-Unsatisfactory | 2-Developing | 3-Accomplished | 4-Exceptional |
|--|-------------------|-------------------------|---------------------|-----------------------|----------------------|
| 1. Knowledge of relevant legal, ethical, and professional standards. | | | | | |
| 2. Engages in responsive ethical and professional decision-making. | | | | | |
| 3. Complies with national and state laws, district/agency policies and guidelines, and professional standards. | | | | | |
| 4. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practices and addresses areas of need. | | | | | |
| 5. Engages in targeted professional growth opportunities and reflective practices. | | | | | |
| 6. Implements knowledge and skills learning in professional development activities. | | | | | |

Comments

VIII. Professional Work Characteristics

| | No Data | Unsatisfactory | Developing | Accomplished | Exceptional |
|-----------------------------------|---------|----------------|------------|--------------|-------------|
| | N/A | 1 | 2 | 3 | 4 |
| 1. Respect for human diversity | | | | | |
| 2. Oral communication skills | | | | | |
| 3. Written communication skills | | | | | |
| 4. Effective Interpersonal skills | | | | | |
| 5. Responsibility | | | | | |
| 6. Adaptability/flexibility | | | | | |
| 7. Initiative | | | | | |
| 8. Creativity | | | | | |
| 9. Dependability | | | | | |
| 10. Cooperation | | | | | |
| 11. Independence | | | | | |
| 12. Personal Stability | | | | | |
| 13. Professional Self-Image | | | | | |

IX. Overall Intern Rating

| Overall Intern Rating | No Data | Unsatisfactory | Developing | Accomplished | Exceptional |
|-----------------------|---------|----------------|------------|--------------|-------------|
| | N/A | 1 | 2 | 3 | 4 |

Please summarize the intern's key strengths and weaknesses. Where weaknesses are indicated, describe the kinds of experiences needed to strengthen them to a level of competence where little or no supervision is required.

A copy of this document will be filed in the intern's permanent file with the UF School Psychology Program. The signatures below attest to the fact that the intern has seen the evaluation and reviewed its contents. An intern's signature on this document does not indicate that he/she either agrees or disagrees with the contents, only that the evaluation's contents were seen and reviewed. The intern has the right at any time to file a response with the Director of the School Psychology Program for placement into the intern's permanent file.

Intern's Signature _____

Date _____

Field Supervisor's Signature _____

Date _____

University Supervisor's Signature _____

Date _____

Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

| Program: | | Year: | | | |
|--|---|--------|---------------|---------|----------|
| Component | Criterion | Rating | | | Comments |
| | | Met | Partially Met | Not Met | |
| Mission Statement | Mission statement is articulated clearly. | | | | |
| | The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions. | | | | |
| | | | | | |
| Student Learning Outcomes (SLOs) and Assessment Measures | SLOs are stated clearly. | | | | |
| | SLOs focus on demonstration of student learning. | | | | |
| | SLOs are measurable. | | | | |
| | Measurements are appropriate for the SLO. | | | | |
| | | | | | |
| Research | Research expectations for the program are clear, concise, and appropriate for the discipline. | | | | |
| Assessment Map | The Assessment Map indicates the times in the program where the SLOs are assessed and measured. | | | | |
| | The Assessment Map identifies the assessments used for each SLO. | | | | |
| | | | | | |
| Assessment Cycle | The assessment cycle is clear. | | | | |
| | All student learning outcomes are measured. | | | | |
| | Data is collected at least once in the cycle. | | | | |
| | The cycle includes a date or time period for data analysis and interpretation. | | | | |
| | The cycle includes a date for planning improvement actions based on the data analysis. | | | | |
| | The cycle includes a date for dissemination of results to the appropriate stakeholders. | | | | |

University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

| Component | Criterion | Rating | | | Comments |
|-----------------------------|--|--------|---------------|---------|----------|
| | | Met | Partially Met | Not Met | |
| Measurement Tools | Measurement tools are described clearly and concisely. | | | | |
| | Measurements are appropriate for the SLOs. | | | | |
| | Methods and procedures reflect an appropriate balance of direct and indirect methods. | | | | |
| | The report presents examples of at least one measurement tool. | | | | |
| Assessment Oversight | Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified | | | | |