

**STUDENT LEARNING ASSESSMENT PROGRAM
SUMMARY FORM AY 2020-2021, 2021-2022**

Degree and Program Name:

Specialist in School Psychology and
Masters in School Psychology

Submitted By:

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Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **Oct 15, 2022**. Worksheets should be sent electronically to nhillier@eiu.edu and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/>

**Please use size 10 font or larger.
PART ONE**

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	Committee/ person responsible? How are results shared?
<p>1. The student will develop content and performance knowledge (theoretical foundation and application) related to successful practice as a school psychologist.</p> <p>(Depth of content knowledge)</p>	<p>a) Successful portfolio presentation at the end of the 2nd academic year, 2nd year Portfolio focusing on content knowledge and emerging performance knowledge</p> <p>b) Post-internship Survey (5-point Likert scale) is completed by graduating students</p> <p>c) Praxis exam results (Nationally Certified School Psychologist by NASP)³</p> <p>d) Employer Rating of EIU trained school psychologist</p>	<p>a) 90% pass rate with first submission “Meets” or “Exceeds” criterion</p> <p>b) Mean rating of 4 or better from 90% of graduating class on all items</p> <p>c) 100% will achieve a passing score</p> <p>d) 90% of items will be rated “Agree or Strongly Agree”</p>	<p>a) 100% passed</p> <p>b) 94% (15 of 16) of candidates’ average rating across all items were 4 “Agree” or 5 “Strongly Agree” (range: 3.8-4.9), 10 NASP Training Standards items range: 4.0-4.9</p> <p>c) 100% passed</p> <p>d) 100% “Agree or Strongly Agree across all 10 NASP Training Standards</p>	<p>a) Portfolios electronically submitted: (1) the student gives an oral presentation based on the portfolio, and answers the faculty’s questions, and (2) the School Psychology Program Committee review the portfolios. Aggregate data are shared with the School Psychology faculty²</p> <p>b) Program coordinator compiles the data and shares aggregate data with program faculty</p> <p>c) Program coordinator compiles scores reported by ETS and reviews the data with program faculty</p> <p>d) Program coordinator compiles the data and shares aggregate data with program faculty</p>

<p>2. Students will demonstrate knowledge and application of psychological principles to problem solving, communication, and critical thinking in practicum and internship.</p> <p>(Critical thinking and problem-solving skills; Effective oral and written communication skills)</p>	<p>a) Practicum supervisor ratings (5-point Likert scale) at the end of the semester, final ratings.</p> <p>b) Intern supervisor ratings (criterion-based).</p> <p>c) Successful portfolio presentation during the spring of the internship year.</p> <p>d) Illinois State certification examination results.</p> <p>e) Employer Rating of EIU trained school psychologist of adequate professional speaking and writing</p>	<p>a) 90% will receive overall ratings of 4 or 5 (“Good” or “Excellent,” respectively) at the end of the semester, final</p> <p>b) 90% of items will be rated “Competent or Meets/Above” on the final rating</p> <p>c) 90% will receive “Meets” or “Exceeds” criterion</p> <p>d) 100% will achieve a passing rate of 240</p> <p>e) 90% will receive ratings of “Agree or Strongly Agree” regarding adequate professional speaking and writing</p>	<p>a) 100% received ratings of 4 or higher at the end of semester final</p> <p>b) 100% were rated “Competent or Meets/Above”</p> <p>c) 100% passed</p> <p>d) 100% passed</p> <p>e) 100% had “Strongly Agree” ratings</p>	<p>a) Program coordinator reviews results with program committee</p> <p>b) Program coordinator reviews results with program faculty</p> <p>c) Program coordinator reviews results with program faculty</p> <p>d) Program coordinator reviews results with program faculty</p> <p>e) Program coordinator reviews results with program faculty</p>
<p>3. Students will develop an understanding of statistics and research methodology and demonstrate the ability to apply this knowledge.</p> <p>(Evidence of advanced scholarship through research and/or creative activity)</p>	<p>a) Post-internship Survey (5-point Likert scale) is completed by students</p> <p>b) Students will successfully defend a thesis</p> <p>c) Successful portfolio presentation at the conclusion of internship year showing data-based decision making</p>	<p>a) 90% will rate the relevant items (Research & Program Evaluation) 4 or higher</p> <p>b) 90% will defend within three years of starting the program</p> <p>c) 90% will pass at first submission with “Meets” or “Exceeds” criterion</p>	<p>a) 100% of candidates rated items 4 or 5, “Agree” or “Strongly Agree”</p> <p>b) 81% (13 of 16) defended within three years</p> <p>c) 100% passed</p>	<p>a) Program coordinator reviews results with program faculty</p> <p>b) Program coordinator reviews results with program faculty</p> <p>c) Program coordinator reviews results with program faculty</p>
<p>4. Students will demonstrate an understanding of ethical principles and standards in classes and in applied settings.</p> <p>(Ethics and Professional Responsibility)</p>	<p>a) Praxis exam results (for Nationally Certified School Psychologists administered by NASP)</p>	<p>a) 90% will score average or above on the Ethical and Legal considerations portion of the test</p>	<p>a) 94% (15 of 16) students scored 70% or higher on Professional Practices; Practices that Permeate All Aspects of Service and Delivery</p>	<p>a) Program coordinator reviews results with program faculty</p>

	<p>b) Post-internship survey (5-point Likert scale) is completed by students</p> <p>c) Practicum supervisor ratings (5-point Likert scale) at final</p> <p>d) Internship supervisor ratings (criterion-based)</p>	<p>b) 90% will rate the relevant items (Ethics & Professional Standards) 4 or higher.</p> <p>c) 90% will be rated “Good” or “Excellent,” 4 or 5, respectively.</p> <p>d) 90% of items will be rated “Competent or Meets/Above” on the final rating</p>	<p>b) 100% of candidates rated items 4 or 5, “Agree” or “strongly Agree”</p> <p>c) 100% of practicum students rated “Good” or “Excellent”</p> <p>d) 100% of interns were rated as “Competent or Meets/Above”</p>	<p>b) Program coordinator reviews results with program faculty</p> <p>c) Program coordinator reviews results with program faculty</p> <p>d) Program coordinator reviews results with program faculty</p>
<p>5. Students will demonstrate technological proficiency for research and practice.</p>	<p>a) Internship supervisor ratings (criterion-based)</p> <p>b) Research Design and Statistical Analysis Classes</p> <p>c) Post-internship survey results (5-point Likert scale completed by students)</p>	<p>a) 90% of items will be rated “Competent or Meets/Above” on the final rating</p> <p>b) 90% pass rate of both classes</p> <p>c) 90% will rate relevant items (Technology) 4 or higher</p>	<p>a) 100% were rated as “Competent or Meets/Above”</p> <p>b) 100% passed both classes</p> <p>c) 73% (11 of 15) of students rated items as 4 or 5, “Agree” or “Strongly Agree” (1 student did not complete the Post-Internship Survey)</p>	<p>a) Program coordinator reviews results with program faculty</p> <p>b) Program coordinator reviews student grades with program faculty</p> <p>c) Program coordinator reviews results with program faculty</p>

1=Successful Portfolio=Student is capable of analyzing, organizing, and presenting information to demonstrate knowledge and performance in the 10 domains of NASP Training Standards as indicated by a rating of 2 or 3, meets or exceeds expectations, respectively.

2=School Psychology Program Committee=the core program faculty, school psychologists, and Program faculty=all faculty who teach in the program.

3=NASP, National Association of School Psychologists (accreditation body).

PART TWO

Describe your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director’s comments on last year’s report or simply describe what assessment work was initiated, continued, or completed.

Responses regarding the last submitted SLAP report in 2020 were very positive and regarded as a “model assessment plan.” While noting our “excellent work with assessment” and “recommending continuing all the great work,” “it would be helpful to include the results of the employer surveys.” We agree and have included in this report results from surveys of employer ratings of our former students during their first year of employment. Of returned employer surveys from 2020-21 and 2021-22 (*N* = 9), 7 (78%) were completed by Special Education/Special Services Directors/Coordinators and 2 (22%) were completed by school psychologist supervisors/mentors. The survey asked the employer to consider if the EIU school psychology program “helped my employee/mentee to develop an adequate understanding” regarding each of the 10 NASP Training Standards and 100% of rated items were rated agree or strongly agree for each standard (by one rater indicated no opportunity to observe Standards 4, 6, and 7). One question following the Standards based questions assessed the EIU school psychology program facilitation of developing the school psychologist’s

professional speaking and writing (communication) skills and 100% of raters indicated they strongly agreed. A final question was asked to compare the EIU trained school psychologist to others they supervised and 1 (22%) was rated average, 4 (44%) were rated above average, and 4 (44%) were rated well above average! These favorable comparisons comport with informal feedback we have obtained for decades from school psychologist supervisors and employers who routinely ask for our students.

Internship supervisor rating forms were changed between the 2020-21 internship year and the 2021-22 internship year to improve assessment. For the 2020-21 interns, performance ratings included “New Skill, Developing, and Competent,” while the new performance ratings beginning with the 2021-22 internship year includes performance ratings of “Fails, Below, Meets, and Above.” This change will help better communicate assessments with accrediting bodies and provide a finer grain assessment. By the end of the internship 100% of interns were rated as being “Competent” or “Meeting” or being “Above” standards. An interesting assessment result was that intern supervisors’ ratings indicated 100% of interns demonstrated competency/met or exceeded standards in technological proficiency, yet only 73% of interns themselves agreed or strongly agreed they achieved technological proficiency. Four (27%) neither agreed nor disagreed they achieved technological proficiency. It may be that four of the interns (students) rated themselves somewhat more harshly on this skill or that they wished to master additional technologies not considered by their supervisors.

Considering all available information from varied raters/assessors (students, practicum supervisors, internship supervisors, employers, faculty, and licensing/certification examinations), the EIU School Psychology program appears to be continuing to more than adequately prepare students for professional practice as school psychologists. As such, we shall continue to implement curricular methods and supervised experiences to continue this success.

Thesis completion within the recommended time frame fell slightly short of the desired criterion but this may be the result of the COVID-19 pandemic where there was significant limitation in ability for students to collect data for their thesis research. Where child and adolescent participants were required; lockdowns, masking, and social distancing restrictions may have made it impossible to collect data directly from students that may have led to delays in completion. We are continuing to monitor this in coming years.

Describe what assessment work was initiated, continued, or completed.

The School Psychology Program continues to use the previous eight assessment methods noted in other reports, but we have added a ninth method (Employer Survey) to provide an assessment after the trainee has become a licensed professional school psychologist. Some of the assessments are required by the accreditation body, such as the National Association of School Psychologists (NASP) and the Illinois State Board of Education (ISBE) and remain the same. We continue to refine the others. The following is a list of assessment methods presently used.

1. State Licensure Examinations (by ISBE)

The Illinois State Licensure Examination measures the following subareas: (1) Human Development, Diversity, and Learning (2) Decision Making Individual, Group, & School Needs, and (3) The Practice of School Psychology.

2. PRAXIS II School Psychology Certification Examination (by NASP)

The Praxis II School Psychology Certification Examination measures the following subareas: (1) Professional Practices -practices that permeate all aspects of service, (2) Direct and Indirect Services for Children Families, and Schools, (3) Systems-level Services, and (4) Foundations of School Psychological Service Delivery.

These examinations (1 & 2) typically address content consistent with the NASP Training Standards and ISBE Standards, which are aligned with each other (NASP Training Standards are found at the end of this document). Thus, both examinations assess a student's content knowledge and performance knowledge for providing effective psychological services in the public-school setting; and results are used as indicators of comprehensive knowledge of the candidate. Results also provide a reference group comparison and feedback to the program. Candidates are compared to the state and national norms, i.e., Illinois and NASP, respectively. Further, program faculty examine test results to identify patterns that may inform program change.

3. 2nd Year Portfolio-Content Knowledge

Prior to internship, candidates submit a portfolio demonstrating content knowledge in the 10 NASP Training Standards: 1) Data-Based Decision Making, 2) Consultation and Collaboration, 3) Academic Interventions and Instructional Supports, 4) Mental and Behavioral Health Services and Interventions, 5) School-Wide Practices to Promote Learning, 6) Services to Promote Safe and Supportive Schools, 7) Family, School, and Community Collaboration, 8) Equitable Practices for Diverse Student Populations, 9) Research and Evidence-Based Practice, and 10) Legal, Ethical, and Professional Practice. For this portfolio, candidates are required to address each Standard: describe the knowledge indicators for the standard, how the candidate meets the standard, provide plans for remediating unmet standard, and provide supportive documents from course work and practica. In addition, the student presents the content of the portfolio to the program faculty in person, answers questions, and receives feedback.

The 2nd Year Student Portfolio (along with the presentation and question and answer) is used as a comprehensive qualifying examination, an indicator of comprehensive knowledge in the 10 NASP training Standards. The Portfolio is rated by at least three faculty members using the following criteria: Below Criterion=1, Meets Criterion=2, and Exceeds Criterion=3.

4. Practica

Candidates are required to complete three practica (classroom-based, assessment, and consultation/counseling) totaling 450 hours (150 hours each). Candidates are placed in area public schools. To assess the candidates' performance and progress, field supervisors evaluate each candidate at midterm and at the end of the semester. By the end of the semester, the student is expected to earn a rating of 4 or 5, "Good" or "Excellent," respectively, on items reflecting observations. Because field supervisors observe firsthand the student's preparation and readiness for practice, practica data are used to monitor student progress, and also provides feedback regarding the program effectiveness.

5. Internship

Specialist in School Psychology Degree candidates complete 1,200 hours (1 school year) in a fulltime internship in a public-school setting, rotating through different levels (preschool, elementary, middle school, and high school). Each intern is supervised by an experienced and licensed school psychologist. The supervisor evaluates the candidate at the middle of the school year (January) and at the end of the school year (May or June, depending on the school district) using the following scale: 1=New skills, 2=Developing Skills, and 3=Competent. Interns are expected to earn a rating of 3 (Competent) on 90% of the items and receive no rating of 1, New Skills. Beginning with the 2021-22 intern cohort the performance rating scale was changed: 1=Fail Standard, 2=Below Standard, 3=Meets Standard, 4=Above Standard. Using the new scale Interns are expected to earn ratings of at least 3 on 90% of the items and receive no ratings of 1. Similar to practica, internship data indicate candidates' progress and competence to enter the field and also provides feedback to the program from intern supervisors.

6. Intern Portfolio-Performance Knowledge

Prior to the end of their internship year, candidates submit a portfolio that is assessed primarily based on case studies that are indicators of performance knowledge and competencies in the 10 NASP Training Standards presented at the end of this report. The Intern Portfolio is used as a comprehensive capstone assessment, an indicator of comprehensive knowledge and performance. The Portfolio is rated by at least three school psychology program faculty members on the following criteria: Below Criterion=1, Meets Criterion =2, and Exceeds Criterion=3. Candidates must meet or exceed the criteria on all standards.

7. Thesis

Successful completion of thesis is a capstone experience for our students. In addition to giving them an area of expertise in a subject area, students demonstrate critical thinking, research skills, problem solving, writing, and oral communication. The quality of a thesis is judged by a committee of at least three faculty members on the following items: *knowledge of the literature on the topic, research question and hypothesis, method, design and analysis, results, discussion (critical evaluation of results, including limitations), writing, communication*, and so on. The thesis is rated as Below Criterion=1, Meets Criterion =2, and Exceeds Criterion=3 for each of the items above. Candidates must meet or exceed criteria on all items.

8. Post-Internship Survey

Program candidates are required to complete the post-internship survey to provide feedback to the program. They are able to compare their training to the demands of practice and provide the faculty with useful information for improving the program (Rating: 1=Strongly Disagree, 2=Disagree, 3=Unsure, 4=Agree, 5=Strongly Agree). The goal is to receive a rating of 4 or 5, Agree or Strongly Agree, respectively, on 90% of the items.

9. Employer Survey

Following graduation, former students who are employed as school psychologists are asked to have their supervisor or mentor complete a survey assessing their performance in their first year as a school psychologist and survey items (Rating: 1=Strongly Disagree, 2=Disagree, 3=Unsure, 4=Agree, 5=Strongly Agree) parallel the 10 NASP Training Standards and how well they were prepared. The goal is to receive a rating of 4 or 5, Agree or Strongly Agree, respectively, on 90% of the items. Two additional items ask about rating the school psychologist on professional speaking and writing (communication) and a comparison of the school psychologist performance to other school psychologists they had supervised or employed. This provides an assessment of program effectiveness in training students for performance in their first professional school psychologist position.

PART THREE

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? Considering what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

The quality and variety of assessment methods used by the program are in line with its accrediting body, the National Association of School Psychologists, and Illinois State Board of Education. Formal and informal feedback was used to inform the following program change.

1) **Course Content:** The practice of School Psychology is often in a flux due to changes in regulations and law as well as emerging evidence-based practices. Although it is impossible to teach everything the practice requires, the faculty attempt to expose program candidates to the core content areas and enable candidates to become resourceful and to depend on the current literature for answers. The program is a three-year program and candidates complete 77 credit hours. Changes to curricula/courses made and reported in the 2020 SLAP report appear to have benefitted students based on assessment information presented in the present report. As such we will continue these, and also continue to monitor professional and research changes impacting the practice of school psychology to be able to incorporate into our classes.

2) **On-line Application:** The application process for our program has been entirely on-line for four years. This has allowed the program coordinator to monitor and follow-up with applicants regarding their application process more efficiently.

3) **Using Qualtrics for Program Assessment:** We are continuing to move more assessments to Qualtrics. For example, since spring 2018 the post-internship survey has been collected via Qualtrics. An additional survey was created Fall 2019 to assess employers' satisfaction with graduates from our program. This survey is also provided to employers (willing to provide this feedback) via Qualtrics. We plan to move our practica/internship assessments to Qualtrics during or after the 2022-2023 academic year.

4) **School Psychology Program D2L Page:** We continue to use a D2L resource page for our current students. This D2L page has a variety of resources that are now easy for students to access electronically. For example, students can access the school psychology program manual, information on successfully completing theses, and information on successfully interviewing for and securing an internship.

Plans for the Future: Due to the COVID-19 pandemic we began offering virtual open house/information sessions using Zoom when previously we provided such informational sessions in-person. The sessions provide information to prospective students about school psychology, our program, and the application process. Due to the

success of the virtual presentation format allowing anyone, anywhere, to participate, thus extending our reach for recruitment, we continued this after remote instruction ended and intend to continue this method. There are two such presentations scheduled for October 21 and November 11, 2022.

Another addition to our program admissions process that began during the COVID-19 pandemic was a virtual interview meeting for students following participation in the open house. This allows pairs of program faculty to ask questions of prospective students for further clarification and program fit and allows students the opportunity to ask us final questions.

In 2021 we submitted our program report for CAEP accreditation as part of the EIU CAEP accreditation review, and also for continuing full NASP approval. Due to the strength of the EIU school psychology program we were awarded full approval status from NASP in 2022 and our next approval process will occur in 2028. The 10 National School Psychology Standards (around which we build many of our assessment practices) were updated in June 2020 and are summarized below. We have updated our curriculum materials (syllabi and content) and assessments to be aligned with the slight changes to the 2020 NASP Standards. NASP has recently been recognized by the Council for Higher Education Accreditation (CHEA) as an accrediting organization and now capable of accrediting school psychology training programs directly. Given the onerous nature of CAEP and the EIU school psychology program having to complete both NASP approval AND CAEP accreditation as part of other EIU educational programs within CAEP, we are considering and planning to move to the CHEA accreditation through NASP. This change would likely be less complicated, and our program no longer tethered to programs outside the Department of Psychology and the College of Liberal Arts and Sciences.

2020 NASP Training Standards

STANDARD 1: Data-Based Decision Making: School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports.

STANDARD 2: Consultation and Collaboration: School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services.

STANDARD 3: Academic Interventions and Instructional Supports: School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

STANDARD 4: Mental and Behavioral Health Services and Interventions: School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning.

STANDARD 5: School-Wide Practices to Promote Learning: School psychologists understand systems’ structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health.

STANDARD 6: Services to Promote Safe and Supportive Schools: School psychologists understand principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools.

STANDARD 7: Family, School, and Community Collaboration: School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

STANDARD 8: Equitable Practices for Diverse Student Populations: School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning.

STANDARD 9: Research and Evidence-Based Practice: School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings.

STANDARD 10: Legal, Ethical, and Professional Practice: School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

Source: NASP (2020): www.nasponline.org

Rating scales and rubrics for the eight assessments described in PART TWO are already on file.