

Department of Psychology

Ed.S. in School Psychology

COLLEGE OF SCIENCE AND MATHEMATICS

I. Mission Statement

The School Psychology Program at California State University, Fresno is dedicated to preparing highly competent professional psychologists according to the scientist practitioner model. Graduates, as a result of their broad-based training, are prepared to make significant contributions to this challenging field through professional practice.

II. Goals and Student Learning Outcomes

The Goals and Student Learning Outcomes for the General/Experimental Master's Option are applicable to the students in the Ed.S. in School Psychology program. The School Psychology Program has additional goals and outcomes specific to school psychology.

**GOALS AND STUDENT LEARNING OUTCOMES
FOR ALL GRADUATE STUDENTS IN PSYCHOLOGY**

Goal 1: Theory and Content in Psychology. Students can demonstrate conceptual mastery of an area of emphasis in depth.

1. Students demonstrate their knowledge and understanding of theory and research in the following areas most related to the field of school psychology: cognition, motivation, development, learning, and psychopharmacology.

Goal 2: Methodology and Technology. Students can understand and be able to use major research methods in psychology, including design, data analysis, and interpretation.

1. Students can apply the appropriate use of various research designed for addressing different types of question and hypotheses.
2. Students can collect data under supervised direction.
3. Students can enter and analyze data using a computer statistical package and interpret basic descriptive and inferential statistics.
4. Students can apply the scientific method and statistical techniques in research (e.g., thesis).

Goal 3: Critical Thinking, Logic, and Problem Solving. Students can demonstrate the skills and attitudes of critical thinking and sound decision-making in course work and independent work.

1. Students can evaluate the logic and data of research.
2. Students can defend arguments, compare perspectives and theories, differentiate assumptions and facts, and develop hypotheses based on research literature.

Goal 4: Communication Skills. Students can write clearly and effectively and can display effective oral communication skills.

1. Students can produce well-organized papers and essays without grammatical errors.
2. Students can utilize APA format correctly in papers.
3. Students can compose and deliver an oral presentation on a psychology topic.
4. Students can explain scientific findings, ideas, and opinions in a group setting.
5. Students can develop a presentation appropriate for submission to a scientific conference.

Goal 5: Diversity and Awareness. Students can demonstrate appreciation of diverse perspectives.

1. Students can show an understanding of, respect for, and responsiveness to cultural and individual differences by describing the perspectives of those of other ages, abilities, gender, or ethnicities.
2. Students can listen to and discuss perspectives on psychology with others regardless of similarity or diversity of personality characteristics or professional experience and orientation.

SCHOOL PSYCHOLOGY PROGRAM OUTCOMES

The school psychology program utilizes as course and program goals the training standards of the National Association of School Psychologists. The 10 domains are presented below:

NASP TRAINING STANDARDS

Practices That Permeate All Aspects of Service Delivery

- **Domain 1: Data-Based Decision Making and Accountability**
School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- *As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.*
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- **Domain 2: Consultation and Collaboration**
School psychologists have 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.
- *As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.*

Direct and Indirect Services for Children, Families, and Schools

Student-Level Services

- **Domain 3: Interventions and Instructional Support to Develop Academic Skills**
School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.
- *School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.*
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- **Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills**
School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.
- *School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.*

- **CCTC Standard 8: Self esteem and Personal and Social Responsibility**
- a) Candidates assess their own self esteem
- b) Candidates demonstrate principles of building self esteem, personal and social responsibility and life long learning

Systems-Level Services

- **Domain 5: School-Wide Practices to Promote Learning**
School psychologists have 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.
- *School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.*
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- **Domain 6: Preventive and Responsive Services**
School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.
- *School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.*
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- **Domain 7: Family–School Collaboration Services**
School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.
- *School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.*
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Foundations of School Psychological Service Delivery

- **Domain 8: Diversity in Development and Learning**
School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.
- *School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.*
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- **Domain 9: Research and Program Evaluation**
School psychologists have 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.
- *School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.*
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- **Domain 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.
- *School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.*
- **CCTC Standard 16: Supervision and Mentoring**
- (a) Candidates have opportunities and experiences to demonstrate knowledge of models of supervision used to mentor pre-professionals

III. Curriculum Map (Matrix of Courses X Learning Outcomes)

Table 3. COURSE BY NASP TRAINING STANDARDS

	1. Data-based Decisions	2. Consultation	3. Interventions for Academic Support	4. Mental Health & Socialization	5. School systems	6. Prevention & Intervention	7. Home School Collaboration	8. Diversity	9. Research	10. School Psychology Practice
Psych 200/205			A	R			R	R		
Psych 225T/Couns 234D								R		
Psych 244A									A	
Psych 267	A	A	A	A		A	A	A	A	A
Psych 274S							A	A		A
Psych 277	I	I	I	I		I	I	I	I	I
Psych 278	A	R		R		A	A	R	A	R
Psych 279	R	A	R	R		R	R	R		R
Psych 282	R			A		A	R	R		
Psych 284	A		A					A	A	
Psych 285	A		A					R	R	
Psych 286		R	A					R	A	
Psych 287	R		R	R			R	R		R
Psych 288	A			R		R			R	
Psych 299/298									A	
Couns 200		R		R		R	R	R		

I = Introduced; R = Reinforced; A = Advanced

Psychology 200T: Developmental Psychopathology / Psychology 205: Seminar in Social Development

Psychology 225T: Seminar in Psychobiological Bases of Behavior

Psychology 244: Seminar in Research Methods and Theoretical Issues

Psychology 255T: Seminar in Social Psychology

Psychology 267: Internship in School Psychology

Psychology 270T/274: Multicultural School Psychology

Psychology 277: Role and Function of the School Psychologist

Psychology 278: Intervention and Prevention in School Psychology

Psychology 279: Consultation and Supervision in School Psychology

Psychology 282: Cognitive and Behavior Therapy

Psychology 284: Assessment of Intellectual Abilities

Psychology 285: Assessment of Learning and Behavior Problems

Psychology 286: Instructional Consultation and Intervention

Psychology 287: Practicum in School Psychology

Psychology 288: Advanced Applied Behavior Analysis

Psychology 299: Thesis

Counseling 200: Seminar in Counseling Techniques

IV. Assessment Methods

A. Direct Measures (at least three)

1. **Field Evaluations** (Practicum and Internship Supervisor Evaluations). These are administered each semester. In addition interns obtain evaluations from two teachers, a parents, and an administrator each semester. (See attached evaluation forms).
2. **Embedded Assessment (FBA):** Second year students conduct a Functional Behavior Assessment that is scored on a rubric. (See attached)
3. **Intervention Case Studies:** Students develop, implement, and evaluate 5 projects over the course of the program. (1) consultation (Psych 279); (2) two behavioral interventions (Psych 278 and Psych 267); (3)two academic interventions (Psych 286 and Psych 267). The behavioral intervention in Psych 278 is scored on the NCSP Case Study rubric (see attached). Data from each of the 5 interventions is calculated to determine Percent of Nonoverlapping Data Points (PND) and that data is used for program evaluation.
4. **Portfolios:** Students are asked to develop a cumulative portfolio of their work and professional development throughout the program. These are evaluated each spring by program faculty for programmatic strengths and weaknesses. See attached portfolio rubric.
5. **PRAXIS Exam:** The students take the PRAXIS exam mid-second year. This is the exam developed as criteria to become a Nationally Certified School Psychologist. Domain and overall scores are utilized for program evaluation.
6. **Embedded questions** (Psych 244): See MA Soap
7. **Thesis Rubric:** All theses are independently evaluated each year following graduation. See MA SOAP for rubric.

B. Indirect Measures (*Alumni Survey is required*)

1. **Alumni Survey / Needs Survey:** This is administered every three years to determine current strengths and needs of the program and for future curricular planning
2. **NCATE (CAEP) Exit Survey:** This is administered each semester to all graduating students in credential programs. It assess program preparation, characteristics, and values.
3. **Department Exit Survey:** See MA SOAP.

V. Student Learning Outcomes X Assessment Methods Matrix

Table 5. NASP Training Standards X Assessment Methods Matrix

	1. Data-based Decisions	2. Consultation	3. Academic Interventions	4. Socialization / Mental Health	5. School systems	6. Prevention	7. Family-school collaboration	8. Diversity	9. Research	10. Legal, Ethical, Prof. Practice	Communication	Quantitative	Critical Thinking
Field Evaluations	x	x	x	x	x	x	x	x	x	x	x		
FBA	x			x			x						
Intervention Case Studies	x	x	x	x	x		x	x	x				x
Portfolios	x	x	x	x	x	x	x	x	x	x			
PRAXIS	x	x	x		x	x		x	x	x			
Embedded Questions									x			x	
Thesis Rubric		Topic Varies							x		x	x	x
Alumni /Needs Survey	x	x	x	x	x	x	x	x	x	x	x		
NCATE Exit Survey	x	x	x		x			x	x	x	x	x	x
Dept. Exit Survey									x		x		x

VI. Timeline for Implementation of Assessment Methods and Summary Evaluations

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Field Evaluations	xx								
FBA	x	x	x	x	x	x	x	x	x
Intervention Case Studies	xx								
Portfolios	x	x	x	x	x	x	x	x	x
PRAXIS	x	x	x	x	x	x	x	x	x
Embedded Questions	x	x	x	x	x	x	x	x	x
Thesis Rubric	x	x	x	x	x	x	x	x	x
Alumni /Needs Survey		x			x			x	
NCATE Exit Survey	x	x	x	x	x	x	x	x	x
Dept. Exit Survey	x	x	x	x	x	x	x	x	x

VII. Closing the Loop - Summary Evaluation, Curriculum Adjustment, and Reporting

1. **Field Evaluation Data** are collected each semester. The school psychology faculty review all field evaluations to determine any programmatic weaknesses and need for change in curriculum supervision, or possibly the evaluation form. As a result the forms have been revised from a Likert Scale to a rubric in an attempt to minimize the tendency to give students the maximum rating. Overall ratings remain very positive, ranging from 3.55 to 3.79 on a scale of 1 to 4.
2. The **Functional Behavior Assessment** is part of the requirement for certification as a Behavior Intervention Case Manager. Students' assessment must obtain the required score on the assessment; they must also pass an exam. Virtually all students have passed both at the SELPA level – which is required for practitioners, indicating mastery of the skill.
3. **Intervention Case Studies.** These are evaluated each semester by the course instructor. The behavioral case studies in Psych 278 are evaluated on the NCSP Case Study rubric, which is used on the national level as part of the NCSP qualifying criteria. Programmatic weaknesses have been found, such as failure to indicate the hypothesis and to plan for maintenance and generalization. Emphasis on these elements has been incorporated into the course.
4. **Portfolios.** These are evaluated by program faculty at the end of each academic year for completeness. Weaknesses in documentation of Home School Collaboration were noted. Stronger requirements for inclusion of parental involvement in both interventions and assessments have been emphasized in all relevant courses. We are working on moving the portfolio to an electronic format, and revising the scoring to better reflect quality of work submitted as well as comprehensiveness.
5. **PRAXIS.** This is a nationally normed exam for school psychology practitioners. The data are required as part of our NASP/NCATE program review. Data are collected each year and evaluated for overall strength of student performance (95% pass the first time) and weaknesses in any domain. No consistent weaknesses have been noted.
6. **Embedded Questions.** These are given to all first year graduate students in Psychology as part of the Psych 244A exam each fall. The questions tap a range of statistical and design knowledge. The data are collated by the MA Coordinator. Results are analyzed by the Psychology Department Graduate Committee and recommendations made. Data are shared with all faculty.
7. **Thesis Rubric.** All completed theses are evaluated by members of the faculty each spring. Data are aggregated by the MA Coordinator and shared with the Dept. Graduate Committee and faculty. No systematic needs have been noted regarding writing, comprehensiveness, or data analyses.
8. **Alumni/Needs Surveys.** These are distributed periodically to the program alumni, employers, advisory board, and field supervisors. Items assess how well the program is meeting the NASP domains and matching actual demands in the field. The last NASP domain survey indicated the program met or exceeded expectations in all areas. A recent survey evaluated the courses in the curriculum and their value re theory and practice. Suggestions for new courses or course content were solicited. Based on feedback, we changed the developmental course content and added child/adolescent counseling to our CBT course. Additional survey information was used to update the cognitive assessment course.

9. **NCATE Exit Survey.** This assesses satisfaction with overall training for the credential. It is administered to graduating students. Ratings have been between “More than adequate preparation” to “Excellent Preparation on all items.”
10. **Department Exit Survey.** This assesses satisfaction with curricular content, professional preparation, general advising, and thesis supervision. Ratings indicate school psychology students are pleased with the advising and supervision they receive, and believe they are very well prepared for a career in school psychology. No changes appear indicated by the exit surveys.

1. FIELD EVALUATIONS

SCHOOL PSYCHOLOGY PRACTICUM EVALUATION – YEAR 1 CALIFORNIA STATE UNIVERSITY, FRESNO

Student: _____ Date: _____

Field Supervisor: _____ District: _____

Please circle the number corresponding to the observed behaviors according to the following scale: *4=Exemplary; 3=Average (Meets Program expectations); 2 = Needs Improvement; 1 = Unacceptable; NA=Not applicable or Not observed*

PROFESSIONAL BEHAVIOR	
1.	4 – Practicum student quickly changed behaviors when given feedback. 3 - Practicum student responded to feedback after being reminded. 2 – Practicum student did not change behavior based on feedback. 1 – Practicum student was defensive when given feedback. NA (NASP Standard 2.10)
2.	4 – Practicum student was assertive and tactful in stating concerns. 3 – Practicum student was hesitant but polite in stating concerns. 2 – Practicum student avoided stating concerns. 1 – Practicum student was rude and confrontational when stating concerns. NA (NASP Standard 2.6, 2.10)
3.	4 – Practicum student was very pleasant, exceptionally cooperative, and extremely courteous. 3 – Practicum student was pleasant, cooperative, and courteous. 2 – Practicum student was sometimes pleasant, cooperative, and courteous. 1 – Practicum student was rude, uncooperative, and discourteous to anyone at <u>any</u> time during the semester. NA (NASP Standard 2.10)
4.	4 – Practicum student was always on time or early, always notified supervisor of changes in plans. Practicum student was always adaptable and agreeable to changes in schedules. 3 – Practicum student was usually on time, most often notified supervisor of change in plans. Practicum student was adaptable to changes in schedules. 2 – Practicum student was sometimes on time, sometimes notified supervisor of change in plans and sometimes adapted to changes in schedules. 1 – Practicum student was rarely on time, hardly ever notified supervisor of changes in plans, and adapted reluctantly to changes in schedules. NA (NASP Standard 2.10)
5.	4 – Practicum student is eager to work with other professionals. 3 – Practicum student was interested in working with other professionals. 2 – Practicum student rarely expressed interest in working with other professionals. 1 - Practicum student did not take advantage of opportunities to work with other professionals. NA (NASP Standard 2.2).
6.	4 - Practicum student sought out workshops and other professional opportunities to attend beyond program requirements. 3 – Practicum student attended workshops and other professional development activities when notified of opportunities. 2 – Practicum student attended workshops only to meet program requirements. 1 – Practicum student did not attend professional workshops. NA

	(NASP Standard 2.10)
7.	<p>4 – Practicum student dresses very professionally. 3 – Practicum student is appropriately dressed. 2 – Practicum student is sometimes appropriately dressed. 1 – Practicum student is often dressed inappropriately (clothing too tight, too revealing, or otherwise unprofessional).</p> (NASP Standard 2.10)
8.	<p>4 – Work was always completed before deadlines and was accurate. 3 – Work was completed on time and was accurate. 2 – Work was sometimes completed on time with minimal errors. 1 – Work was rarely completed on time and often with errors.</p> NA (NASP Standard 2.10)
9.	<p>4 – Practicum student always respected student rights and confidentiality. 3 – Practicum student usually respected student rights and confidentiality. 2 – Practicum student sometimes respected student rights and confidentiality. 1 – Practicum student gossiped and did not maintain appropriate confidentiality.</p> NA (NASP Standard 2.10)
10.	<p>4 – Practicum student was extremely organized. He/she developed and obtained materials for planned activities. 3 – Practicum student was organized and always had necessary materials for planned activities. 2 – Practicum student was sometimes organized and usually had necessary materials for planned activities. 1 – Practicum student was disorganized and rarely had necessary materials for planned activities.</p> NA (NASP Standard 2.10)
COMMUNICATION	
11.	<p>4 – Practicum student was very sensitive to cultural and linguistic diversity. 3 – Practicum student demonstrated appropriate sensitivity. 2 – Practicum student demonstrated some sensitivity. 1 – Practicum student demonstrated bias and prejudice towards persons from other cultures.</p> NA (NASP Standard 2.5)
12.	<p>4 – Comments during meetings were well thought out and very appropriate. 3 – Comments during meetings were thought out and appropriate. 2 – Practicum student was sometimes unprepared for meetings and sometimes made inappropriate comments. 1 – Practicum student was unprepared for meetings and made inappropriate comments. (Meetings can refer to one-on-one with supervisor, IEPs, SSTs, etc.)</p> NA (NASP Standard 2.2)
13.	<p>4 – Information was presented with outstanding tact and extreme diplomacy. 3 – Information was presented with tact and diplomacy. 2 – Information was presented with minimal tact and diplomacy. 1 – Information was presented in an untactful and undiplomatic manner. (Presenting information can refer to one-on-one with supervisor, IEPs, SSTs, etc.)</p> NA (NASP Standard 2.2)
14.	<p>4 – Practicum student established excellent rapport with students. 3 – Practicum student established appropriate rapport with students. 2 – Practicum student established minimal rapport with students. 1 – Practicum student did not establish rapport or established poor rapport with students.</p> NA (NASP Standard 2.4)

SKILLS

15.	<p>4 – Discussion and observation comments indicated an extraordinary knowledge of the fields of school psychology and special education. (Practicum student is aware of CASP, NASP websites, materials, journals.)</p> <p>3 – Discussion and observation comments indicated an appropriate knowledge of the fields of school psychology and special education.</p> <p>2 – Discussion and observation comments indicated a basic knowledge of the fields of school psychology and special education.</p> <p>1 – Discussion and observation comments indicated minimal knowledge of the fields of school psychology and special education.</p> <p>NA (NASP Standard 2.6, 2.9, 2.10)</p>
16.	<p>4 – Practicum student demonstrated exemplary skills in behavior observation.</p> <p>3 – Practicum student demonstrated adequate skills in behavioral observation.</p> <p>2 – Practicum student demonstrated minimal skills in behavioral observation.</p> <p>1 – Practicum student does not have skills to complete a behavioral observation.</p> <p>NA (NASP Standard 2.1, 2.11)</p>
17.	<p>4 – Practicum student independently conducted groups. He/she demonstrated excellent behavior management skills. The content of the group sessions was well planned.</p> <p>3 – Practicum student competently jointly conducted groups or conducted groups under supervision. He/she demonstrated good behavior management skills. The content of the sessions showed planning.</p> <p>2 – Practicum student conducted groups jointly or under supervision. He/she had difficulty with managing the behaviors of the group. The content sometimes appeared constructed at the last minute.</p> <p>1 – Practicum student conducted groups jointly or under supervision. He/she had virtually no control over the behavior of the group. There was no apparent planning of the curriculum.</p> <p>NA (NASP Standard 2.4)</p>

What would you consider to be the practicum student's major strengths?

In what areas could the practicum student show most improvement?

In what area(s) has progress been most marked during the semester?

Other comments relevant to evaluation of this student's practicum experience.

(Supervisor)

(Date)

SCHOOL PSYCHOLOGY PRACTICUM EVALUATION – YEAR 2
CALIFORNIA STATE UNIVERSITY, FRESNO

Student: _____ Date: _____

Field Supervisor: _____ District: _____

Please circle the number corresponding to the observed behaviors according to the following scale: 4=Exemplary; 3=Average (Meets Program expectations); 2 = Needs Improvement; 1 = Unacceptable; NA=Not applicable or Not observed

PROFESSIONAL BEHAVIOR	
1.	4 – Practicum student quickly changed behaviors when given feedback. 3 - Practicum student responded to feedback after being reminded. 2 – Practicum student did not change behavior based on feedback. 1 – Practicum student was defensive when given feedback. NA (NASP Standard 2.10)
2.	4 – Practicum student was assertive and tactful in stating concerns. 3 – Practicum student was hesitant but polite in stating concerns. 2 – Practicum student avoided stating concerns. 1 – Practicum student was rude and confrontational when stating concerns. NA (NASP Standard 2.6, 2.10)
3.	4 – Practicum student was very pleasant, exceptionally cooperative, and extremely courteous. 3 – Practicum student was pleasant, cooperative, and courteous. 2 – Practicum student was sometimes pleasant, cooperative, and courteous. 1 – Practicum student was rude, uncooperative, and discourteous to anyone at <u>any</u> time during the semester. NA (NASP Standard 2.10)
4.	4 – Practicum student was always on time or early, always notified supervisor of changes in plans. Practicum student was always adaptable and agreeable to changes in schedules. 3 – Practicum student was usually on time, most often notified supervisor of change in plans. Practicum student was adaptable to changes in schedules. 2 – Practicum student was sometimes on time, sometimes notified supervisor of change in plans and sometimes adapted to changes in schedules. 1 – Practicum student was rarely on time, hardly ever notified supervisor of changes in plans, and adapted reluctantly to changes in schedules. NA (NASP Standard 2.10)
5.	4 – Practicum student is eager to work with other professionals. 3 – Practicum student was interested in working with other professionals. 2 – Practicum student rarely expressed interest in working with other professionals. 1 - Practicum student did not take advantage of opportunities to work with other professionals. NA (NASP Standard 2.2).
6.	4 - Practicum student sought out workshops and other professional opportunities to attend beyond program requirements. 3 – Practicum student attended workshops and other professional development activities when notified of opportunities. 2 – Practicum student attended workshops only to meet program requirements. 1 – Practicum student did not attend professional workshops. NA (NASP Standard 2.10)
7.	4 – Practicum student dresses very professionally.

	<p>3 – Practicum student is appropriately dressed. 2 – Practicum student is sometimes appropriately dressed. 1 – Practicum student is often dressed inappropriately (clothing too tight, too revealing, or otherwise unprofessional). (NASP Standard 2.10)</p>
8.	<p>4 – Work was always completed before deadlines and was accurate. 3 – Work was completed on time and was accurate. 2 – Work was sometimes completed on time with minimal errors. 1 – Work was rarely completed on time and often with errors. NA (NASP Standard 2.10)</p>
9.	<p>4 – Practicum student always respected student rights and confidentiality. 3 – Practicum student usually respected student rights and confidentiality. 2 – Practicum student sometimes respected student rights and confidentiality. 1 – Practicum student gossiped and did not maintain appropriate confidentiality. NA (NASP Standard 2.10)</p>
10.	<p>4 – Practicum student was extremely organized. He/she developed and obtained materials for planned activities. 3 – Practicum student was organized and always had necessary materials for planned activities. 2 – Practicum student was sometimes organized and usually had necessary materials for planned activities. 1 – Practicum student was disorganized and rarely had necessary materials for planned activities. NA (NASP Standard 2.10)</p>
COMMUNICATION	
11.	<p>4 – Practicum student was very sensitive to cultural and linguistic diversity. Practicum student showed initiative in learning about the student’s home and community. The practicum student researched technical appropriateness of using measures with students of diversity. Practicum student considered cultural and linguistic diversity in interpretation of assessment results. 3 – Practicum student demonstrated appropriate sensitivity. Practicum student made sure appropriate translations and interpretation were offered. Practicum student talked to parent or student, not to the interpreter. Practicum student considered cultural and linguistic diversity in interpretation of assessment results. 2 – Practicum student demonstrated some sensitivity. 1 – Practicum student demonstrated bias and prejudice towards persons from other cultures. NA (NASP Standard 2.5)</p>
12.	<p>4 – Comments during meetings were well thought out and very appropriate. 3 – Comments during meetings were thought out and appropriate. 2 – Practicum student was sometimes unprepared for meetings and sometimes made inappropriate comments. 1 – Practicum student was unprepared for meetings and made inappropriate comments. (Meetings can refer to one-on-one with supervisor, IEPs, SSTs, etc.) NA (NASP Standard 2.2)</p>
13.	<p>4 – Information was presented with outstanding tact and extreme diplomacy. 3 – Information was presented with tact and diplomacy. 2 – Information was presented with minimal tact and diplomacy. 1 – Information was presented in an untactful and undiplomatic manner. (Presenting information can refer to one-on-one with supervisor, IEPs, SSTs, etc.) NA (NASP Standard 2.2)</p>
14.	<p>4 – Practicum student established excellent rapport with students. 3 – Practicum student established appropriate rapport with students. 2 – Practicum student established minimal rapport with students. 1 – Practicum student did not establish rapport or established poor rapport with students.</p>

	NA (NASP Standard 2.4)
SKILLS	
15.	<p>4 – Discussion and observation comments indicated an extraordinary knowledge of the fields of school psychology and special education. (Practicum student is aware of CASP, NASP websites, materials, journals.)</p> <p>3 – Discussion and observation comments indicated an appropriate knowledge of the fields of school psychology and special education.</p> <p>2 – Discussion and observation comments indicated a basic knowledge of the fields of school psychology and special education.</p> <p>1 – Discussion and observation comments indicated minimal knowledge of the fields of school psychology and special education.</p> <p>NA (NASP Standard 2.6, 2.9, 2.10)</p>
16.	<p>4 – Practicum student demonstrate exemplary skills in behavior observation and functional behavior assessment.</p> <p>3 – Practicum student demonstrated adequate skills in behavioral observation and functional behavior assessment.</p> <p>2 – Practicum student demonstrated minimal skills in behavioral observation and functional behavior assessment.</p> <p>1 – Practicum student does not have skills to complete a behavioral observation or functional behavior assessment.</p> <p>NA (NASP Standard 2.1, 2.11)</p>
17.	<p>4 – The practicum student conducted a PII and PAI, collected baseline data (e.g., CBM, DIBELS), developed, implemented, and monitored an intervention for a <i>learning</i> problem.</p> <p>3. The practicum student demonstrated problem solving skills for <i>learning</i> problems by identifying a target behavior, collecting data, developing graphs, and monitoring the intervention.</p> <p>2 – The practicum student demonstrated minimal problem solving skills for <i>learning</i> problems by developing an intervention (no structured data collection).</p> <p>1 – The practicum student did not develop any <i>learning</i> interventions.</p> <p>NA (NASP Standards 2.1, 2.2., 2.3).</p>
18.	<p>4 – The practicum student conducted a PII and PAI, collected baseline data (e.g., CBM, DIBELS), developed, implemented, and monitored an intervention for a <i>behavior</i> problem.</p> <p>3. The practicum student demonstrated problem solving skills for <i>behavior</i> problems by identifying a target behavior, collecting data, developing graphs, and monitoring the intervention.</p> <p>2 – The practicum student demonstrated minimal problem solving skills for <i>behavior</i> problems by developing an intervention (no structured data collection).</p> <p>1 – The practicum student did not develop any <i>behavior</i> interventions.</p> <p>NA (NASP Standards 2.1, 2.2., 2.4, 2.7).</p>
19.	<p>4 – Practicum student independently selected appropriate assessment tools.</p> <p>3 – Practicum student selected appropriate assessment tools with minimal assistance.</p> <p>2 – Practicum student was guided to appropriate assessment tools.</p> <p>1 – Practicum student selected inappropriate assessment tools.</p> <p>NA (NASP Standard 2.3)</p>
20.	<p>4 – Practicum student independently administered and properly scored assessment tools.</p> <p>3 – Practicum student administered and scored assessment tools with minimal assistance.</p> <p>2 – Practicum student administered and scored assessment tools only under supervision.</p> <p>1 – Practicum student administered and scored assessment tools incorrectly.</p> <p>NA (NASP Standard 2.3)</p>
21.	<p>4 – Practicum student independently conducted groups. He/she demonstrated excellent behavior management skills. The content of the group sessions was well planned.</p> <p>3 – Practicum student competently jointly conducted groups or conducted groups under</p>

	<p>supervision. He/she demonstrated good behavior management skills. The content of the sessions showed planning.</p> <p>2 – Practicum student conducted groups jointly or under supervision. He/she had difficulty with managing the behaviors of the group. The content sometimes appeared constructed at the last minute.</p> <p>1 – Practicum student conducted groups jointly or under supervision. He/she had virtually no control over the behavior of the group. There was no apparent planning of the curriculum.</p> <p>NA (NASP Standard 2.4)</p>
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What would you consider to be the practicum student's major strengths?

In what areas could the practicum student show most improvement?

In what area(s) has progress been most marked during the semester?

Other comments relevant to evaluation of this student's practicum experience.

(Supervisor)

(Date)

SCHOOL PSYCHOLOGY INTERN EVALUATION
CALIFORNIA STATE UNIVERSITY, FRESNO
 Field Supervisor/Administrator Form

Intern: _____ Date: _____

Field Supervisor: _____

Placement: _____

Circle the number corresponding to the observed behaviors according to the following scale:
 4=Exemplary; 3=Average (Meets Program expectations); 2 = Needs Improvement; 1 = Unacceptable; NA=Not applicable or Not observed

Professional Behavior	
1.	4 – Intern is very pleasant, exceptionally cooperative, and extremely courteous with staff members. 3 - Intern is pleasant, cooperative and courteous with staff members. 2 – Intern is sometimes pleasant, cooperative and courteous with staff members. 1 – Intern is rude, uncooperative, and discourteous to staff members. NA (NASP Standard 2.10)
2.	4 – Intern works extremely effectively with administrators. 3 – Intern works effectively with administrators. 2 – Intern sometimes worked well with administrators. 1 – Intern does not have a good working relationship with administrators. NA (NASP Standard 2.6, 2.10)
3.	4 – Intern has an excellent working relationship with other professionals. 3 – Intern has a good working relationship with other professionals. 2 – Intern sometimes works well with other professionals. 1 – Intern has a poor working relationship with other professionals. NA (NASP Standard 2.2, 2.10)
4.	4 – Intern communicates very effectively with parents. 3 – Intern communicates effectively with parents. 2 – Intern has limited skills in communicating with parents. 1 – Intern communicates poorly with parents. NA (NASP Standard 2.8, 2.10)
5.	4 – Intern dresses very professionally. 3 – Intern is appropriately dressed. 2 – Intern is sometimes appropriately dressed. 1 – Intern is often dressed inappropriately (clothing too tight, too revealing, or otherwise unprofessional). (NASP Standard 2.10)
6.	4 - Intern displays great rapport and respect with all students. 3 – Intern displays rapport and respect with students. 2 – Intern displays rapport and respect with some students. 1 – Intern does not display rapport and respect with students. NA (NASP Standard 2.5, 2.10)
7.	4 – Intern is extremely skilled in the use of technology (e.g., PowerPoint, Excel) to present information. 3 – Intern is skilled in the use of technology (e.g., PowerPoint, Excel) to present information. 2 – Intern displays some knowledge of technology (e.g., PowerPoint, Excel) to present information. 1 – Intern did not utilize technology to present information. (NASP Standard 2.11).

Consultation and Behavioral Intervention Skills

8.	<p>4 – Intern works with consultee to skillfully identify target problem.</p> <p>3 – Intern works with consultee to adequately identify target problem.</p> <p>2 – Intern works poorly with consultee.</p> <p>1 – Intern cannot work with consultee to identify target problem.</p> <p>NA (NASP Standard 2.1, 2.2, 2.4)</p>
9.	<p>4 – Intern designs feasible plans for collecting data; that is, school staff cooperates in collecting data.</p> <p>3 – Intern designs effective plans for collecting data and collects data him/herself.</p> <p>2 – Intern designs plans for collecting data but data are not collected regularly.</p> <p>1 – Intern does not design plans for collecting data.</p> <p>NA (NASP Standard 2.1, 2.2., 2.4)</p>
10.	<p>4 – Intern works with consultee to develop intervention plans and helps obtain necessary materials.</p> <p>3 – Intern works with consultee to develop intervention plans; consultee obtains necessary materials.</p> <p>2 – Intern works with consultee but does not identify who will collect necessary materials.</p> <p>1 – Intern does not work with any consultees to develop any interventions.</p> <p>NA (NASP Standard 2.2, 2.3, 2.4)</p>
11.	<p>4 – Intern follows up on progress of intervention regularly; modifies as needed.</p> <p>3 – Intern follows up on progress of intervention intermittently; modifies as needed.</p> <p>2 – Intern follows up on progress of intervention sporadically.</p> <p>1 – Intern does not follow up on intervention.</p> <p>NA (NASP Standard 2.3, 2.4)</p>
12.	<p>4 – Intern utilizes data for intervention evaluation; makes plans for maintenance and generalization.</p> <p>3 – Intern utilized data for intervention evaluation.</p> <p>2 – Intern subjectively evaluates intervention.</p> <p>1 – Intern does not evaluate intervention.</p> <p>NA (NASP Standard 2.4, 2.9)</p>
13.	<p>4 – Intern displays excellent overall consultation skills.</p> <p>3 – Intern displays good overall consultation skills.</p> <p>2 – Intern displays beginning overall consultation skills.</p> <p>1 – Intern does not display knowledge of consultation skills.</p> <p>NA (NASP Standard 2.2., 2.4)</p>
14.	<p>4 – Intern displays excellent overall knowledge of interventions.</p> <p>3 – Intern displays good overall knowledge of interventions.</p> <p>2 – Intern displays beginning overall knowledge of interventions.</p> <p>1 – Intern does not display knowledge of interventions.</p> <p>NA (NASP Standard 2.2., 2.4)</p>
15.	<p>4 – Intern displays excellent overall knowledge of prevention and crisis interventions.</p> <p>3 – Intern displays good overall knowledge of prevention and crisis interventions.</p> <p>2 – Intern displays beginning overall knowledge of prevention and crisis interventions.</p> <p>1 – Intern does not display knowledge of prevention and crisis interventions.</p> <p>NA (NASP Standard 2.2., 2.4)</p>

16.	<p>4 – Intern displays advanced skills in using technology to monitor progress and graph results. 3 – Intern displays adequate skills in using technology to monitor progress and graph results. 2 – Intern displays some skills in using technology to monitor progress and graph results. 1 – Intern does not display skills in using technology to monitor progress and graph results. NA (NASP Standard 2.11)</p>
Assessment and Academic Interventions	
17.	<p>4 – Intern displays excellent skills in individual intellectual assessment. 3 – Intern displays adequate skills in individual intellectual assessment. 2 – Intern displays below average skills in individual intellectual assessment. 1 – Intern displays inadequate skills in individual intellectual assessment. NA (NASP Standard 2.3)</p>
18.	<p>4 – Intern displays excellent skills in assessment of adaptive behavior. 3 – Intern displays adequate skills in assessment of adaptive behavior. 2 – Intern displays below average skills in assessment of adaptive behavior. 1 – Intern displays inadequate skills in assessment of adaptive behavior. NA (NASP Standard 2.3)</p>
19.	<p>4 – Intern displays excellent knowledge and use of curriculum – based assessment. 3 – Intern displays adequate knowledge and use of curriculum - based assessment. 2 – Intern displays below average knowledge and use of curriculum-based assessment. 1 – Intern displays inadequate skills in knowledge and use of curriculum-based assessment. NA (NASP Standard 2.3)</p>
20.	<p>4 – Intern displays excellent skills in incorporation of assessment of the instructional environment. 3 – Intern displays adequate skills in incorporation of assessment of the instructional environment 2 – Intern displays below average skills in incorporation of assessment of the instructional environment 1 – Intern displays inadequate skills in incorporation of assessment of the instructional environment NA (NASP Standard 2.3)</p>
21.	<p>4 – Intern displays excellent skills in observations of students in classroom settings. 3 – Intern displays adequate skills in observations of students in classroom settings. 2 – Intern displays below average skills in observations of students in classroom settings. 1 – Intern displays inadequate skills in observations of students in classroom settings. NA (NASP Standard 2.1)</p>
22.	<p>4 – Intern displays excellent ability to integrate information and make appropriate recommendations. 3 - Intern displays adequate ability to integrate information and make appropriate recommendations. 2 - Intern displays below average ability to integrate information and make appropriate recommendations. 1 - Intern displays inadequate ability to integrate information and make appropriate recommendations. NA (NASP Standard 2.3)</p>
Therapeutic Skills	

23.	<p>4 – Intern displays excellent interviewing skills. 3 – Intern displays adequate interviewing skills. 2 - Intern displays below average interviewing skills. 1 – Intern displays inadequate interviewing skills. NA (NASP Standard 2.2., 2.4)</p>
24.	<p>4 – Intern is extremely skilled in assessment of social and emotional development. 3 – Intern displays adequate skills in assessment of social and emotional development. 2 – Intern displays below average skills in assessment of social and emotional development. 1 – Intern displays inadequate skills in assessment of social and emotional development. NA (NASP Standard 2.4, 2.7)</p>
25.	<p>4 – Intern displays outstanding knowledge of counseling theories and techniques. 3 – Intern displays average knowledge of counseling theories and techniques. 2 – Intern displays below average knowledge of counseling theories and techniques. 1 – Intern displays minimal knowledge of counseling theories and techniques. NA (NASP Standard 2.4)</p>
26.	<p>4 – Intern always establishes clear communication with parents and teachers about counseling process. 3 – Intern usually establishes clear communication with parents and teachers about counseling process. 2 – Intern sometimes establishes clear communication with parents and teachers about counseling process. 1 – Intern does not establish clear communication with parents and teachers about counseling process. NA (NASP Standard 2.8)</p>
27.	<p>4 – Intern establishes excellent rapport with students. 3 – Intern establishes appropriate rapport with students. 2 - Intern establishes minimal rapport with students. 1 - Intern does not establish rapport or established poor rapport with students. NA (NASP Standard 2.5)</p>
28.	<p>4 – Intern develops goals and objectives for counseling and evaluated progress frequently. 3 – Intern develops goals and objectives for counseling and evaluated counseling periodically. 2 – Intern develops goals/objectives for counseling but did not evaluate progress. 1 – Intern does not develop goals/objectives for counseling and could not evaluate progress. NA (NASP Standard 2.4, 2.7)</p>
29.	<p>4 – Intern displays outstanding skills in conducting groups. 3 - Intern displays good skills in conducting groups. 2 – Intern displays below average skills in conducting groups. 1 – Intern displays minimal skills in conducting groups. NA (NASP Standard 2.4, 2.7)</p>
30.	<p>4 – Intern demonstrates utmost confidentiality and ethical behavior in counseling. 3 – Intern demonstrates appropriate confidentiality and ethical behavior in counseling. 2 – Intern is careless with confidential information obtained during counseling. 1 – Intern behaved unethically during counseling sessions.</p>

	NA (NASP Standard 2.10)
31.	4 – Intern is very sensitive to cultural and linguistic diversity of students and families. 3 – Intern demonstrates appropriate sensitivity to cultural and linguistic diversity of students and families. 2 – Intern demonstrates some sensitivity to cultural and linguistic diversity of students and families. 1 – Intern demonstrates bias and prejudice towards persons from other cultures. NA (NASP Standard 2.5)
32.	4 – Intern is very skillful in utilizing school and community resources to aid students and families. 3 - Intern is skillful in utilizing school and community resources to aid students and families. 2 - Intern utilizes some school and community resources to aid students and families. 1 - Intern does not utilize school and community resources to aid students and families. NA (NASP Standard 2.6, 2.8)
Paperwork and Procedures	
33.	4 – Interns displays excellent knowledge of legal procedures and proper forms. 3 – Intern displays adequate knowledge of legal procedures and proper forms. 2 – Intern displays rudimentary knowledge of legal procedures and proper forms. 1 – Intern displays inadequate knowledge of legal procedures and proper forms. NA (NASP Standard 2.10)
34.	4 – Intern reports are completed ahead of time. 3 – Intern reports are completed on time. 2 – Intern reports are often completed late. 1 – Intern still has not written all reports. NA (NASP Standard 2.10)
35.	4 – Interns reports are very thorough and well organized. 3 – Intern reports are thorough and well organized. 2 – Intern reports are adequate in content and organization. 1 – Intern reports are inadequate. NA (NASP Standard 2.10)
36.	4 – Intern quickly changes behaviors when given corrective feedback. 3 – Intern responds to corrective feedback after being reminded. 2 – Intern does not change behavior based on feedback. 1 – Intern is defensive when given feedback. (NASP Standard 2.10)
Initiative	
37.	4 – Intern shows a lot of initiative in learning about new techniques, instruments, etc. 3 - Intern shows initiative in learning about new techniques, instruments, etc. 2 - Intern sometimes shows initiative in learning about new techniques, instruments, etc. 1 - Intern rarely shows interest in learning about new techniques, instruments, etc. NA (NASP Standard 2.10)
38.	4 – Intern reads extensively in current journals in the field. 3 – Intern reads current journals in the field. 2 – Intern apparently only reads what is required for class or field placement.

	<p>1 – Intern displayed little knowledge of or interest in current developments in the field.</p> <p>NA (NASP Standard 2.9, 2.10)</p>
39.	<p>4 – Intern seeks out workshops and professional conferences to attend.</p> <p>3 – Intern attends workshops and professional conferences as they are available.</p> <p>2 – Intern attends required workshops and professional conferences.</p> <p>1 – Intern is minimally interested in professional development.</p> <p>NA (NASP Standard 2.10)</p>
40.	<p>4 – Intern volunteers to do in-service presentations.</p> <p>3 – Intern has given an in-service presentation.</p> <p>2 – Intern discusses giving an in-service presentation but has not done so.</p> <p>1 – Intern refuses to give an in-service presentation.</p> <p>NA (NASP Standard 2.10)</p>
41.	<p>4 – Intern contributes very skillfully to staffing conferences and IEP meetings.</p> <p>3 – Intern contributes appropriately to staffing conferences and IEP meetings.</p> <p>2 – Intern contributes minimally to staffing conferences and IEP meetings.</p> <p>1 – Intern is unprepared for staffing conferences and IEP meetings.</p> <p>(NASP Standard 2.2)</p>
42.	<p>4 – Intern is currently engaged in research besides thesis work that he/she initiated.</p> <p>3 – Intern is currently engaged in research besides thesis work.</p> <p>2 – Intern is currently engaged in thesis research.</p> <p>1 – Intern has not completed thesis research and is not involved in thesis or other research.</p> <p>NA (NASP Standard 2.9)</p>
43.	<p>4 – Intern is very independent in skillful performance of the roles and functions of a school psychologist.</p> <p>3 – Intern shows increasing independence in the roles and functions of a school psychologist.</p> <p>2 – Intern needs supervision for most roles and functions of a school psychologist.</p> <p>1 – Intern is not making progress towards becoming an independent, skillful school psychologist.</p> <p>(NASP Standard 2.10)</p>
44.	<p>4 – Intern often uses technology resources to obtain information (e.g., World Wide Web, email).</p> <p>3 – Intern uses technology resources to obtain information (e.g., World Wide Web, email).</p> <p>2 – Intern rarely uses technology resources to obtain information (e.g., World Wide Web, email).</p> <p>1 – Intern never uses technology resources to obtain information (e.g., World Wide Web, email).</p> <p>NA (NASP Standard 2.11)</p>

What would you consider to be the intern's major strengths?

In what areas could the intern show most improvement?

In what area(s) has progress been most marked during internship?

Other comments relevant to evaluation of this student's internship experience.

(Supervisor)

(Date)

(Intern)

(Date)

2. FUNCTIONAL BEHAVIOR ASSESSMENT

BSP QUALITY EVALUATION RECORD SHEET

Student: _____ Date of Plan: _____

Team Leader: _____ Date of Evaluation _____

Evaluator: _____ Evaluator: _____

- _____ A. Line 1 Problem Behavior
 - _____ B. Line 5 Predictors of Behavior
 - _____ C. Line 6 links to 5Analyzing What is Supporting Problem Behavior
 - _____ D. Line 7 links to 6..... Environmental Changes
 - _____ E. Line 8 links to 5..... Predictors Related to Function
 - _____ F. Line 9 links to 8Function Related to Replacement Behaviors
 - _____ G. Line 10 links to 9..... Teaching Strategies
 - _____ H. Line 11 Reinforcement
 - _____ I. Line 12 Reactive Strategies
 - _____ J. Line 13 Goals and Objectives
 - _____ K. Lines 7, 10, 12, 14 Team Coordination
 - _____ L. Line 14 Communication
- _____ *Total Score (X /24)* **Adequate (17-24)** **Inadequate (0-16)**

Comments:

1. CASE STUDIES

Percentage of Nonoverlapping Data Points (PND)

Intervention projects are part of five courses in our program. The initial project is in Psych 279, Consultation, which students take in their second semester of the first year. The focus is on learning the behavioral consultation process, but to do that they collect baseline data and implement a behavioral intervention. In the fall of the second year they take Psych 278, Intervention and Prevention, and conduct a more intense intervention where the target must be a behavior. The second semester of Year Two includes Psych 286, Instructional Consultation, in which they target an academic behavior and must utilize CBM or DIBELS for baseline and progress monitoring. Finally during internship, Psych 267, interns implement two additional interventions, one behavioral and one academic. Baseline and at least 4 to 6 intervention data points are required for all interventions. Student must develop computer graphs with goal and trend lines. The percent of non-overlapping data points (PND) between baseline and intervention is calculated to allow aggregated data.

- PND is a form of meta-analysis and an alternative to visual inspection of single subject case study data (Scruggs, Mastropieri, & Castro, 1987)
- Divide the number of data points in the treatment phase that exceed the highest or lowest point in the baseline phase by the total number of data points in the treatment phase
- PND scores:
 - 90 is considered highly effective
 - 70–90 moderately effective
 - 50–70 questionably effective
 - 50 ineffective
- Generally agrees with visual inspection
- Does not take trends or autocorrelation into account
- Can be skewed by highly variable data

2. PORTFOLIOS

California State University, Fresno
 Department of Psychology
 School Psychology Program
 NASP Portfolio Requirements

Student: _____ Semester: _____

Year in Program: _____ Faculty: _____

INDICATOR/DOMAINS	NOT PRESENT 0	PARTIAL 1	COMPLETE 2
1. Data Based Decision Making and Accountability			
2. Consultation and Collaboration			
3. Interventions and Instructional Support to Develop Academic Skills			
4. Interventions and Mental Health Services to Develop Social and Life Skills			
5. School-Wide Practices to Promote Learning			
6. Preventive and Responsive Services			
7. Family-School Collaboration Services			
8. Diversity in Development and Learning			
9. Research and Program Evaluation			
10. Legal, Ethical, and Professional Practice			
TOTALS			
TOTAL POINTS			

Comments:

5. PRAXIS

PRAXIS School Psychologist Exam

Data Report

Test Category	Possible	Mn	SD	Average Range	% Below Average	% Average	% Above Average
Data-Based Decision Making	41			26-32			
Research-Based Academic Practices	15			9-12			
Behavioral & Mental Health Practices	19			15-17			
Consultation & Collaboration	14			9-12			
Applied Psych Foundations	17			10-14			
Ethic, Legal, & Professional Foundations	13			8-10			

6. EMBEDDED QUESTIONS

See M.A. SOAP for Psych 244 Embedded questions.

7. THESIS RUBRIC

Psychology Department Master's Thesis Rubric

Student: _____

Faculty rater: (circle one) Chair Not on committee

Use the scale below to rate each aspect of the thesis. Note that E and G should be considered "acceptable"; A and M should be considered "unacceptable". If you give a rating of A or M, please briefly indicate the problem you identify.

E=excellent

G=good

A=average

M=minimally acceptable

Introduction

- E Compelling introduction to topic, clearly justifying the current study
- G Interesting introduction to topic, with some justification for the current study
- A Adequate introduction to topic, but justification for current study is unclear
- M Poor introduction to topic and/or no justification for current study

If A or M: Why? _____

Literature Review

- E Comprehensive literature review that is clearly and logically related to the research question; extensive review; varied sources (peer-reviewed studies, current research and landmark works, related topics and disciplines)
- G Strong review of the literature that is tied to the research question; substantial literature review
- A Adequate review of the literature, but does not place research question in context
- M Insufficient and/or superficial literature review

If A or M: Why? _____

Methods

- E Very clear, well-justified research hypotheses, data collection procedures, and measures
- G Good presentation of research hypotheses, data collection procedures, and/or measures
- A Adequate description of research hypotheses, data collection procedures, and/or measures; understandable but superficial
- M Inadequate description of research hypotheses, data collection procedures, and/or measures; unintelligible or incorrect

If A or M: Why? _____

Results

- E Correct statistics used; results very thoroughly and clearly described
- G Correct statistics used; results well described
- A Correct statistics used, but results not completely described; some inaccuracies in result description
- M Incorrect statistics used and/or results unintelligible

If A or M: Why? _____

Discussion

- E Key findings presented thoroughly (“thick” description); limitations and implications discussed thoroughly and correctly
- G Key findings presented coherently; limitation and implications described well
- A Findings mentioned, but little connection to previous literature; superficial description of limitations and implications
- M Findings very poorly discussed; limitations and implications considered minimally or not at all

If A or M: Why? _____

Mechanics

- E Coherent and well-organized; no typographical, grammatical, or APA/thesis-style errors
- G Well organized; very minimal typographical, grammatical, or APA/thesis-style errors
- A Adequately organized; some typographic, grammatical, or APA/thesis-style errors
- M Lacks organization and coherence; numerous typographical, grammatical, or APA/thesis-style errors

If A or M: Why? _____

Overall: Would you approve this thesis to advance to the Division of Graduate Studies? Yes No

8. NCATE EXIT SURVEY

Kremen School of Education Exit Survey

This survey was designed by an interprofessional team and is used as part of our NCATE review process. Students graduating from credential programs (e.g., teaching, including special education, nursing, counseling, social work) are asked to fill out this survey.

Items
I am prepared to use techniques to build rapport with students
I was taught how to organize my professional tasks
I am prepared to respond with fairness to disabled, ethnically, and linguistically diverse students
My preparation has upheld the concept that all individuals can learn
I have proper theoretical grounding in my field
I am familiar with the research in my field
I have related my learning to actual situations in schools/professional settings
I can assess/evaluate the progress of students
I know how to conduct myself in accordance with professional ethics and standards
I have skills to successfully collaborate with others in the workplace
I reflect upon and assess my own performance
I feel that I received a helpful and appropriate amount of supervision/advisement
I can think critically about theory and research in my field and put it into practice
My preparation has modeled the value of lifelong learning
Indicate the degree to which you feel prepared to assume a full-time position.
5=Excellent preparation, 4=More than adequate preparation, 3=adequate preparation, 2 = Less than adequate preparation, 1 = Very inadequate preparation, 0 = Not applicable

2. PSYCHOLOGY DEPARTMENT EXIT SURVEY – to be revised

Psychology Department

Dear Graduate Student,

We ask that you take a few minutes to help us evaluate the Psychology department's performance (whether you are leaving with a degree or leaving to pursue graduate or other opportunities elsewhere). Our main purpose is to better understand the degree of student satisfaction with our graduate program, and to identify areas where improvements may be necessary. Your answers to all questions are very important and will be summarized in reports to be shared with the Psychology department faculty and staff. Be assured, however, that your individual answers will never be released to the public in a form that would permit anyone to know that they are yours. Thank you for helping us to evaluate the Psychology department's services to students. We really appreciate your completing the survey—it is your chance to tell us what we have done well and where we need to make improvements.

Sincerely,

Constance Jones
Graduate Advisor, Psychology Department

Current date: _____

Month and year of graduation (if applicable): _____

Month and year of entry to Psychology program: _____

Degree obtained:

- None
- EdS
- MA-ABA
- MA-General/Experimental

Section A – Faculty Contribution

Please evaluate how well the *Psychology faculty members, in general*, did each of the following:

		Poor	Fair	Good	Excellent
1. Set high expectations for you to learn		1	2	3	4
2. Respected diverse talents	1	2	3	4	
3. Respected diverse ways of learning		1	2	3	4
4. Encouraged you to be an actively involved learner	1	2	3	4	
5. Encouraged student-faculty interaction		1	2	3	4
6. Gave you frequent feedback		1	2	3	4
7. Gave you prompt feedback		1	2	3	4
8. Encouraged you to devote sufficient time and energy to your coursework		1	2	3	4
9. Developed opportunities for you to learn cooperatively with fellow students	1	2	3	4	
10. Cared about your academic success		1	2	3	4
11. Overall, how would you evaluate your instructors?		1	2	3	4

If you wrote a thesis, please evaluate how well the *Chair of your thesis committee* did each of the following:

		Poor	Fair	Good	Excellent
12. Set high expectations for you to learn		1	2	3	4
13. Respected diverse talents	1	2	3	4	
14. Respected diverse ways of learning		1	2	3	4
15. Encouraged you to be an actively involved learner	1	2	3	4	
16. Encouraged student-faculty interaction		1	2	3	4
17. Gave you frequent feedback		1	2	3	4
18. Gave you prompt feedback		1	2	3	4
19. Encouraged you to devote sufficient time and energy to your coursework		1	2	3	4
20. Developed opportunities for you to learn cooperatively with fellow students	1	2	3	4	
21. Cared about your academic success		1	2	3	4
22. Overall, how would you evaluate your chair?		1	2	3	4

Section B – Advising and Support Services

During your time in the Psychology department as a graduate student, how would you evaluate each of the following, with respect to services provided by the Psychology Graduate Advisor (Dr. Jones)?

	Poor	Fair	Good	Excellent
23. Access to graduate advisor	1	2	3	4
24. Responsiveness of graduate advisor	1	2	3	4
25. Accurate information about degree requirements and course sequencing	1	2	3	4
26. Knowledge of university policies and procedures	1	2	3	4
27. Academic advising services overall	1	2	3	4

If you were in the EdS or MA-ABA program, please answer the same questions with respect to your specific program advisor (Dr. Wilson for EdS or Dr. Adams for MA-ABA):

	Poor	Fair	Good	Excellent
28. Access to program advisor	1	2	3	4
29. Responsiveness of program advisor	1	2	3	4
30. Accurate information about degree requirements and course sequencing	1	2	3	4
31. Knowledge of university policies and procedures	1	2	3	4
32. Academic advising services overall	1	2	3	4

How would you evaluate each of the following, with respect to the Psychology department staff (Sheri, Lily, and other staff):

	Poor	Fair	Good	Excellent
33. Availability	1	2	3	4
34. Responsiveness	1	2	3	4
35. Accurate information about degree requirements and course sequencing	1	2	3	4
36. Knowledge of university policies and procedures	1	2	3	4
37. Services provided overall	1	2	3	4

Section C – Knowledge, Skills, and Personal Growth

To what extent do you think your graduate education contributed in each of the following areas?

	Not at all	Very little	Somewhat	Very much
38. Knowledge of psychology	1	2	3	4
39. Research skills	1	2	3	4
40. Computing skills	1	2	3	4
41. Oral communication skills	1	2	3	4
42. Writing skills	1	2	3	4
43. Personal development	1	2	3	4

Section D – Your Conclusions

44. All things considered, how would you evaluate the quality of graduate instruction in the Psychology department?
- Poor
 - Fair
 - Good
 - Excellent
45. If you could start over again, would you still choose to in enroll in this program?
- No
 - Maybe
 - Yes

Section E – Career Plans

46. How would you rate the advice and support you received regarding obtaining employment about graduation?
- Poor
 - Fair
 - Good
 - Excellent
 - Not applicable
47. How would you rate the advice and support you received regarding getting into a Ph.D. program?
- Poor
 - Fair
 - Good
 - Excellent
 - Not applicable
48. Please indicate the best description of your plans following graduation by marking the ONE most appropriate response:
- I don't know yet
 - I have accepted a job
 - I plan to continue in my current position
 - I will be going to a graduate or profession school next year
 - I am still seeking employment
 - Other

Section F – Demographic Information

49. Gender

- Male
- Female

50. Were you an undergraduate student at CSUF?

- No
- Yes – not a Psychology major
- Yes – a Psychology major

51. During your time as a graduate student, did you work as any of the following? (Check all that apply)

- Psych 10 reader
- Psych 144 TA
- Research assistant
- Student assistant
- None of the above

52. During your time as a graduate student, did you work for pay outside the department?

- No
- Yes – part-time
- Yes – full-time

53. During your time as a graduate student, did you present at a conference? (Check all that apply)

- No
- Yes – CCRS
- Yes – WPA, CASP, CalABA or other regional conference
- Yes – APA, NASP, ABA or other national conference

54. During your time as a graduate student, did you publish a scientific paper? (Check all that apply)

- No
- Yes – with a faculty member
- Yes – as a secondary author with a faculty member
- Yes – as a first author with a faculty member
- Yes – as a solo author

Please use this page to elaborate on any of the questions on the previous pages or to add any comments you feel would be useful. What changes would you suggest for our graduate programs?