

California State University, Fresno (07-08)
Section A-1
Contextual Information

School Psychology

California State University, Fresno is one of 23 universities in the California State University system. Fresno State began as a normal school in 1911 and has a strong history of service and preparation of education professionals. Fresno State's last joint visit (NCATE/CCTC) was in March 2006. The Dean of the Kremen School of Education and Human Development is the Unit Head that oversees 16 programs.

The School Psychology program is a three year program of 64 units in courses, 16 units in fieldwork, and a 3-unit thesis. The program consists of two years of coursework and 500 hours of practica in the schools, followed by a 1200 hour internship in the third year. The program operates on a cohort model with students admitted only in the fall. It is offered only as a full-time program with most courses in the day, although students can chose to extend their program to 4 years.

At completion of the program students have been awarded the M.S. degree in Psychology and are eligible for the California Pupil Personal Services (PPS) Credential in School Psychology and the National Certificate in School Psychology (NCSP). Last year approval was granted by WASC and the Chancellor's office to begin awarding the Educational Specialist (Ed.S.) degree at program completion. The program has been fully approved by the National Association of School Psychologists (NASP) since 1994.

In 2007 we admitted 6 students and we graduated 6 in spring/summer 2008.

<u>Changes Since Commission Approval of Current Program Document</u>	<u>Date</u>
• An exit survey was adopted by the unit to be implemented for advanced credential programs	2008
• Employer survey was reviewed and a unit-wide survey recommended	2008
• New Program Coordinator	

California State University, Fresno (07-08)
Section A-2
Candidate Assessment/Performance & Program Effectiveness Information

School Psychology

SUMMARY OF INFORMATION ON HOW CANDIDATE AND PROGRAM COMPLETERS PERFORMANCE ARE ASSESSED AND A SUMMARY OF THE DATA.

A. Candidate Assessments the program uses to and through recommending credential

The chart below displays assessments that are used to evaluate candidates and the progress.

Assessment	description	data collected
Portfolio	Students are asked to organize work samples by domain.	Work samples Professional development Technology competence
Faculty Ratings	School Psychology program faculty complete ratings for each student each semester on professional characteristics	Numerical ratings plus anecdotal Documentation
Field Supervisor Ratings	Practicum and internship field supervisors complete an evaluation for their student each semester.	Numerical ratings in relevant areas of skill competence and characteristics
PRAXIS	Students take the PRAXIS II in school psychology during the 2 nd year in the program	Total and domain scores

1. Portfolio

Candidates in the School Psychology Program at California State University Fresno are required to submit a portfolio in order to ensure they have mastered all program goals and objectives. The contents of the portfolio include samples of work that have been completed during each year of the program. Individual items, such as reports, are graded during the class for which they were assigned. Portfolio contents are designed to demonstrate competence based on NASP and CCTC training standards.

The portfolio is submitted prior to finals each semester to the Program Coordinator, who distributes the portfolios to the School Psychology Program faculty for evaluation. The portfolio is cumulative; students are expected to add to the portfolio as they progress through the program, and that each year the portfolio should become more comprehensive.

California State University, Fresno
Portfolio Contents

Indicator 1: Program Requirements

Indicator 2: Data Based Decision Making: Effective Instruction and Development of Cognitive/Academic Skills

- Indicator 3: Data Based Decision Making: Consultation, Collaboration, Prevention and Intervention
- Indicator 4: Diversity in Development and Learning
- Indicator 5: School and Systems Organization, Policy Development, and Climate
- Indicator 6: Research and Evaluation
- Indicator 7: Information Technology
- Indicator 8: Professional Practice

Table 1. *Summary of Portfolio Data for 2007-2008*

AREA	YR1 MODE	YR 1 %	YR 2 MODE	YR 2 %	YR 3 MODE	YR 3 %
Program Requirements	2	83.33%	2	66.67%	1	14.29%
Cognitive/Academic Skills	0	0.00%	1	44.44%	2	85.71%
Consultation, Intervention	2	83.33%	2	77.78%	2	100.00%
Diversity	1	16.67%	2	55.56%	2	85.71%
School Systems	2	100.00%	2	66.67%	2	100.00%
Research Evaluation	0	0.00%	2	44.44%	1	28.57%
Information Technology	1.5	50.00%	2	100.00%	2	71.43%
Professional Practice	2	66.67%	2	100.00%	2	85.71%
TOTAL PORTFOLIO	2	50.00%	2	69.44%	2	71.43%

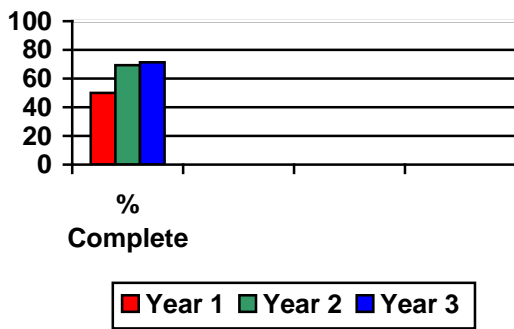
Note: Each indicator is rated as:

0 = Not Present (No components are included in the student’s portfolio)

1 = Partial (Some, but not all of the components are contained within the student’s portfolio)

2 = Complete (All components are contained within the student’s portfolio)

Figure 1. *Portfolio Evaluation by Cohort*



2. Faculty Ratings

Each student in the program is rated by the school psychology faculty independently each semester. Characteristics on the evaluation form were selected to reflect professional competencies necessary for independent practice as a school psychologist. Ratings are on a scale from 1 to 5. Summary data are presented below for the total evaluation, and by item.

Table 2. Summary of Overall Faculty Evaluation Ratings Data for 2007-2008 by Semester and Cohort

Cohort	N	Fall	Spring
1	12	4.63	4.72
2	18	4.34	4.31
3	7	4.54	4.54

Table 3. Mean Item Ratings by Faculty for Each Cohort for 2007-2008

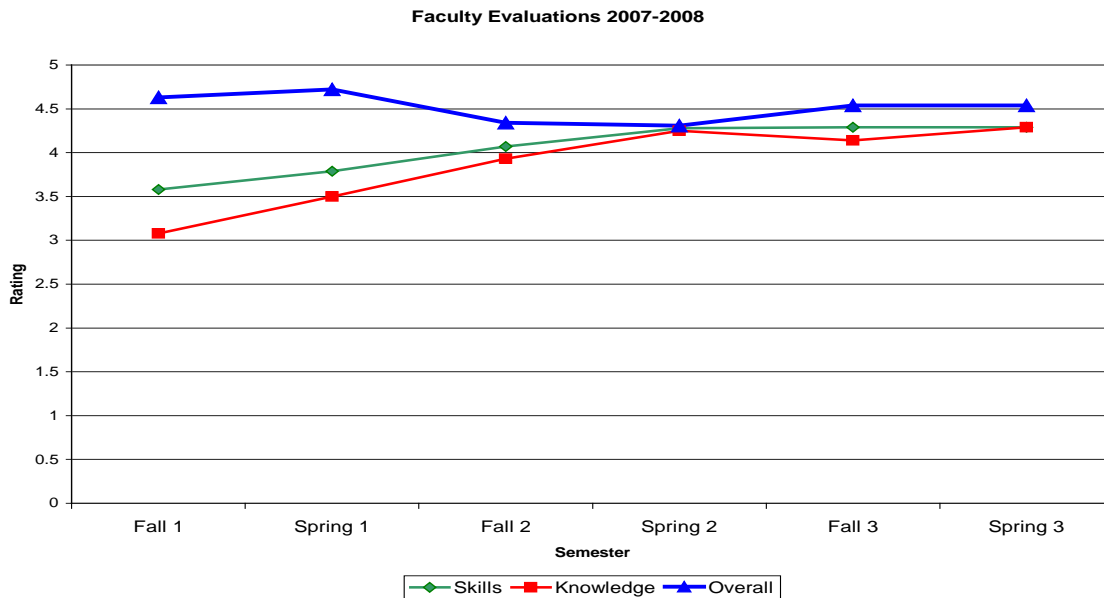
Characteristic	Yr 1	YR 2	YR 3
ADAPTABILITY (e.g., to changes in schedule or placement)	4.88	4.57	5.00
COMMUNICATION SKILLS (Written and oral, presentations, diplomatic in stating problems & presenting information, sensitive to cultural and linguistic diversity)	4.56	4.33	3.93
CONSCIENTIOUSNESS (Neatness, accuracy, work is completed on time, organized)	4.92	4.07	4.79
COOPERATION (With peers, faculty, staff, field supervisors, teachers, parents, students)	5.00	4.59	5.00
ETHICAL CONDUCT (In class & practicum/internship, respects confidentiality)	5.00	4.61	5.00
INDEPENDENCE (Initiative, problem solving, thesis on schedule)	4.85	4.10	3.54
KNOWLEDGE OF THE FIELD (School psychology, special education, assessment, consultation, intervention)	3.69	4.17	4.29
MATURITY (Life experience, empathy, decision making)	4.46	4.17	4.21
MOTIVATION (Curiosity, interest in the field, desire to learn and to work, takes advantage of professional development opportunities)	4.92	4.34	4.86
PERSONAL STABILITY (Receptive to feedback, emotional well-being)	4.90	4.39	5.00
PROFESSIONAL CONDUCT (Appropriate dress and behavior, pleasant, cooperative, courteous)	5.00	4.54	5.00
PROFESSIONAL JUDGMENT (Use of knowledge, class and practicum attendance)	5.00	4.49	4.29
PROFESSIONAL SKILLS (Application of knowledge in evaluation, prevention, intervention, report writing)	3.29	4.09	4.21
RESPONSIBILITY (Punctual, keeps up with coursework, makes appointments, notification of change in plans)	5.00	4.05	4.46

Please rate the student according to the following scale:

5=excellent, 4=good, 3=average, 2=needs improvement, 1= unacceptable, NA= not applicable

Areas include personal characteristics such as reliability, responsibility, motivation, and skills such as professional judgment and skills. The lowest ratings were given for the items on knowledge of the field and professional skills. These ratings showed desirable increases as students progressed in the program. See chart below.

Figure 2. Faculty Ratings: Overall, Professional Skills, and Professional Knowledge



3. Field Evaluations

Field experience is considered a critical part of the program and evaluated each semester. Practicum and internship supervisors complete evaluations designed to measure the skills expected at the cohort’s level of training. First and second year students are rated by their field practicum supervisor each semester. Interns often have multiple field supervisors and must obtain ratings from all of them, as well as an administrator. In addition, interns are evaluated by a parent and two teachers each semester.

Table 4. Mean Total Evaluation Ratings by Field Supervisors for Each Cohort for 2007-2008

Year	Fall	Spring	N in Cohort (Ratings)
1	3.55	3.71	6 (1 field supervisor rating each semester)
2	3.79	3.75	9 (1 field supervisor rating each semester)
3	3.56	3.23	7 (3 field supervisor ratings each semester)

Note: Each field evaluation form is a rubric with scores ranging from 1 to 4, with 4 the most positive rating.

Overall ratings are very positive for all three cohorts. For the first year students, knowledge and ability to practice independently were rated the lowest by their field supervisor. Readiness for independent practice was lowest for the second year students as well.

For third year students (interns) the areas that tended to be rated lowest were technology (use of PowerPoint, graphing), and research. Areas where supervisors most often indicated as non-applicable or unable to rate were curriculum-based assessment, group counseling, and in-services.

Interns also get evaluations from one parent each fall. These were very positive. The average ratings were 4.73 for fall and 4.70 for spring, on a scale of 1-5 with 5 as the most positive.

Interns are required to get evaluations from 2 teachers each semester. These were also very positive, 4.61 and 4.84 on a scale of 1 to 5. No systemic weaknesses were noted in the data.

4. PRAXIS

All NASP approved programs are now required to submit PRAXIS II data as part of the program approval process. We have required this assessment for a number of years, and students must obtain the NCSP passing score of 660 prior to being allowed to go on internship. Nine students took the test last year and all passed on the first attempt.

Domains measured are:

- **Data-Based Decision Making.** This included problem identification, program analysis, assessment of special populations, and research, statistics, and program evaluation.
- **Research-Based Academic Practices.** These are effective instruction, issues related to academic success/failure, and academic interventions.
- **Research-Based Behavioral and Mental Health Practices.** This included primary, secondary, and tertiary preventative strategies, school-based intervention skills and techniques, crisis prevention and intervention response, and child and adolescent psychopathology.
- **Consultation and Collaboration.** Models and methods of consultation are covered, along with school and system organization and home/school/community collaboration.
- **Applied Psychological Foundations.** This is knowledge of general psychology and measures principles and theories.
- **Ethical, Legal, and Professional Foundations.** Ethical principles and standards for practices are included, as well as legal issues related to the practice of school psychology.

Table 5. *PRAXIS II Scores for 2008*

	TOTAL*	Diagnosis and Fact-Finding	Prevention and Intervention	Applied Psych Foundations	Applied Educational Foundations	Ethical and Legal Considerations
MEAN	722.50	22.38	23.75	17.38	8.88	16.13
SD	46.83	2.45	1.91	2.39	1.36	2.23
POSSIBLE	250-990	29	30	23	12	19
Average Range	660-750	19-23	21-25	15-19	8 to 10	14-16

*NCSP passing score is 660.

Summary of Data

Overall data indicate candidates are doing an excellent job of meeting expectations in the training program. Additional competencies demonstrated each year they are in the program, as evidenced by portfolio data. Ratings from faculty and field supervisors are very positive, as are those from parents and teachers. Finally, all students obtained passing scores on the PRAXIS II examination.

B. Addition information collected on completer performance and program effectiveness

List additional tools used

1. Employer Survey

2008 School Psychology Program Survey

A survey was emailed to field supervisors, local administrators, and alumni of the program in spring 2008 to determine current needs in the field and how well they perceived the School psychology training program at California State University, Fresno is meeting those needs. There were 25 responses; $\frac{3}{4}$ were CSU, Fresno graduates ranging from 1991 to 2007. One fourth of the respondents were employers, 4 were on the advisory board, and two-thirds were field supervisors for practicum student and/or interns.

Items were based on the current training standards of the National Association of School Psychologists (NASP). Respondents were asked to indicate district or agency need on a scale from strong need to no need, and also to rate the CSU, Fresno training program as need is met, partially met, not met, or unable to judge. Spaces were provided for comments in each section.

Table 6: Needs Assessment Survey 2008 Responses

Item	Need (N / %)				CSUF Training (N / %)			
	None	Weak	Moderate	Strong	Can't judge	Not Met	Partially Met	Need is Met
1. Data-based decision making	0 / 0%	2 / 8.3%	1 / 4.2%	21/87.5 %	0 / 0%	0 / 0%	2 / 8%	23/92 %
2. Consultation and collaboration	1 / 4.2%	0 / 0%	8 / 33.3%	15/62.5 %	0 / 0%	0 / 0%	1 / 4%	24 / 96%
3. Effective instruction and development of cognitive/academic skills	1 / 4.2%	0 / 0%	4 / 16.7%	19/79.2 %	0 / 0%	0 / 0%	3 / 12%	22 / 88%
4. Socialization and development of life skills	1 / 4.2%	0 / 0%	4 / 16.7%	19/79.2 %	0 / 0%	0 / 0%	6 / 24%	19 / 76%
5. Student diversity in	1 /	0 / 0%	8 / 33.3%	15	0 / 0%	0 /	3 / 12%	22 /

development and learning	4.2%			/62.5%		0%		88%
6. School and systems organization, policy development, and climate	1 / 4.2%	1 / 4.2%	6 / 25%	16/66.7 %	0 / 0%	0 / 0%	4 / 16%	21 / 84%
7. Prevention, crisis interventions, and mental health	1 / 4.2%	0/0%	6 / 25%	17 /70.8%	0 / 0%	0 / 0%	4 / 16%	21 / 84%
8. Home/school/ community collaboration	1 / 4.2%	2 / 8.3%	3 / 12.5%	18 / 75%	0 / 0%	0 / 0%	3 / 12%	22 / 88%
9. Research and program evaluation	0 /0%	3 / 12.5%	12 / 48%	9 / 36%	1 / 4%	0 / 0%	1 / 4%	23 / 92%
10. School psychology practice and development	1 / 4.2%	1 / 4.2%	8 / 33.3%	14 / 58.3%	0 / 0%	0 / 0%	2 / 8%	23 / 92%
11. Information technology	1 / 4.2%	1 / 4.2%	7 / 29.2%	15 / 62.5%	1 / 4%	0 / 0%	1 / 4%	23 / 92%

Summary of Data

Additional support for the program was provided by the Needs survey. Alumni, employers, and field supervisors who responded to the survey indicated the program was meeting needs in all domains.

California State University, Fresno (07-08)
Section A-3
Analysis of Candidate Assessment Data

School Psychology
Program Name

ANALYSIS OF INFORMATION IN SECTION A-2

Charts or bullets of the analysis of data for candidate competence and program effectiveness.

- **Portfolio.**
 - The assessment of portfolio contents followed the expected pattern; that is students are able to meet more domains as they move through the program. Those in the first year indicated appropriate development of professional skills through papers about school psychology and related professions, professional memberships and workshop attendance. They demonstrated initial skills in observation and assessment.
 - The second year students were able to complete more components, including research and academic assessment.
 - The third year students should have been able to provide evidence in all domains; however, some were missing research evidence. This indicates a need for increased diligence in the thesis process.
- **Faculty Ratings**
 - The ratings given by faculty each semester are shared with the students at individual meetings at the end of the semester. On several items (independence, responsibility, and conscientiousness) there were serious concerns about the work habits and motivation of some individuals in the second year cohort. In these cases remediation plans were developed with the students, according to program policy. Some concern also was revealed for a couple third year students in terms of independence as reflected by lack of thesis progress. No concerns were noted with the first year students; the only lower ratings were in areas where they will grow as they progress through the program.
- **Field Supervisor Ratings**
 - These ratings were consistently positive. There appears to be a halo effect. The primary concerns were areas that supervisors left blank or indicated No Opportunity to observe. Students must obtain evaluations from all field supervisors. In some cases, it appears the supervisors were not as aware of what the students were accomplishing (e.g., observations, curriculum-based measurement, interventions) as would be desirable. This was noted to the students; supervisors and administrators need to be aware of good work and innovations . . . the students need to become better PR agents for themselves.

- Teacher and parent evaluations are solicited by students, so are not a random sample and therefore are expected to be favorable. Students are instructed to obtain evaluations from different teachers and parents each semester.
- **PRAXIS**
 - Students are required to take the PRAXIS II during their second year in the program, and to obtain passing scores according to the NCSP criteria. Students are not prepped for the test in any way by program faculty, but are encouraged to available test materials on their own and as a cohort. Scores are examined by subtest to determine areas of strength and weakness in program content. This cohort scored above average in Ethics and Legal Considerations, and in the average range in all other areas, indicating the program is providing a strong base in the professional domains.
- **Needs Survey**
 - An employer and alumni survey is administered every 5 years as part of our assessment plan. The instrument is based on the current NASP domains and attempts to ascertain the perceived need in the field and how well the program is meeting that need. For most areas, training ratings surpassed needs ratings. Paired t-test comparisons indicated the only statistically significant differences between training and needs were in favor of training rated higher than need. These areas were diversity, school psychology practice, and information technology. There were no areas where training was not meeting perceived needs.
 - Areas of training rated strongest were consultation, data-based decision making, school psychology practice, effective instruction and academic development, home / school / community collaboration, diversity, research and program evaluation, school and systems, information technology, and prevention and intervention. The greatest areas of need were consultation, data-based decision making, socialization, instruction and academic development, and prevention and intervention. Thus there appears to be an excellent match between the training provided by the California State University, Fresno School Psychology Program and needs of local school psychologists and their employers.

California State University, Fresno (07-08)
Section A-4

Use of Assessment Results to Improve Candidate & Program Performance

School Psychology
 Program Name

Data Source	Data Focus	Action(s)	Contact Person	Timeline
Portfolio	Work samples	No concerns were revealed with candidate competence or the program. The instrument could be strengthened with additional rubrics for scoring of component quality. In the future electronic portfolios might be considered.	Marilyn Wilson	2009-2010 (Resources on ways to utilize portfolios were obtained at the NASP conference in 2008 and will be explored for their feasibility and utility.
Faculty Ratings	Professional characteristics	Monitoring of candidate's professional characteristics with feedback to candidates and remediation plans as necessary will continue.	School psychology faculty	
Field Supervisor Ratings	Professional skills and characteristics	The field supervisor rating forms were changed from a simple numerical form to rubrics several years ago in an effort to minimize the "halo" effect. A workshop was scheduled for field supervisors to discuss the desirability of objective feedback but attendance was low. Considering the number of field supervisors we use and their lack of communication with each	School psychology faculty.	

<p>PRAXIS</p>	<p>Candidate competence on a nationally normed test</p>	<p>other it might be concluded that the students are indeed doing stellar work in the field. Supervisors do leave items blank, indicating they have no opportunity to observe, supporting the belief they do read the evaluations carefully and make valid responses. Any areas of lower feedback are reviewed carefully with students. No programmatic areas of weakness were revealed by the field supervisor ratings; therefore, no programmatic changes are planned at this time. We will continue to advise students to make supervisors aware of their work in the schools.</p> <p>The pass rate on the PRAXIS has always been very high; this year all passed on their first try. In the past Educational Foundations has been the weakest area; we have made changes in the curriculum (Psych 286 – Instructional Consultation) that include classroom management, instructional techniques, and empirically based academic interventions. Prevention and Intervention has been a strength of the program. Psych Foundations and Legal and Ethical Issues run throughout the program and students do very well in those areas. No curricular changes are planned based on the PRAXIS results.</p>	<p>Program coordinator</p>	
<p>NEEDS SURVEY</p>	<p>Assessment of needs in the field and training provided by</p>	<p>The domains on the instrument are matched to the training standards. The School Psychology Program Advisory Board was asked for input before</p>	<p>Program coordinator</p>	<p>Faculty search in 2008-2009 may allow us to</p>

	<p>the program</p>	<p>the instrument was administered. As noted above, responses indicated the program is meeting, and in some cases, surpassing the needs in the field. Open-ended responses noted the need for more training in child-oriented counseling. The program faculty are aware of this need and seeking ways to strengthen the area. The program is continually striving to update curriculum to meet changes in the field. We also informally assess local needs through interviews with field supervisors and discussion at the School Psychology Advisory Board meetings.</p>		<p>enhance training in child-focused counseling.</p>
--	--------------------	---	--	--