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, learning, and psychopharmacology.
2. Students can demonstrate knowledge and understanding of theory and research in at least one of the following areas: personality, social processes, and developmental changes in human thought and behavior.

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. Student can evaluate the appropriate use of various data analytic techniques for addressing different types of question and hypotheses.

3. Students can explain APA guidelines for the ethical treatment of human and nonhuman research participants
4. Students can use the library, data bases, and the Internet to locate relevant research, theory, and information necessary to plan, conduct, and interpret results of research studies.
5. Students can formulate a testable research hypothesis and design basic studies to address psychological questions using different research methodologies.
6. Students can collect data under supervised direction.
7. Students can enter and analyze data using a computer statistical package and interpret basic descriptive and inferential statistics.
8. Students can apply the scientific method and statistical techniques in research (e.g., thesis).
9. Students can apply APA ethical guidelines in the design, data collection, analysis, interpretation, and reporting of psychological research.

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 California State University, Fresno School Psychology Program has adopted a scientist–practitioner model with an emphasis on problem-solving. At the completion to the program candidates are expected to be able to:

1. Operate within a scientist-practitioner framework by using the scientific method and research to guide practice and demonstrate accountability.
2. Demonstrate respect for and sensitivity to cultural and individual differences.
3. Deliver school psychological services from a consultation framework with an emphasis on problem-solving to prevent and remediate learning and adjustment problems experienced by children and youth.
4. Link assessment methodologies to the development, implementation, and evaluation of research-based interventions.
5. View problems from a systems/ecological perspective focusing on the child, family, school, and community.
6. Demonstrate a theoretical and empirical basis for professional practice.
7. Engage in evaluation of individual practice and school-based and/or community based programs.

The school psychology program also utilizes as course and program goals the training standards of the National Association of School Psychologists. The 11 domains are presented below:

NASP TRAINING STANDARDS

1. Data-Based Decision-Making and Accountability

School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

2. Consultation and Collaboration

School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

3. Effective Instruction and Development of Cognitive/Academic Skills

School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are

not limited to, instructional interventions and consultation.

4. Socialization and Development of Life Skills

School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment /intervention, and counseling.

5. Student Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

6. School and Systems Organization, Policy Development and Climate

School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

7. Prevention, Crisis Intervention, & Mental Health

School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical wellbeing of students.

8. Home/School/Community Collaboration

School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

9. Research and Program Evaluation

School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

10. School Psychology Practice and Development

School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are

consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

11. Information Technology

School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

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

(See M.A. SOAP for Curriculum Map for General Learning Outcomes. School psychologist students are required to take Psych 200 or 205, 255T, 244A and 244B and Psych 255, as well as Psych 299.)

Table 3 a. COURSE BY SCHOOL PSYCHOLOGY PROGRAM OBJECTIVES

	1. Scientist- Practitioner Framework	2. Cultural and Individual Differences	3. Consultation	4. Assessment	5. Systems/Ecological Perspective	6. Theoretical Empirical Basis	7. Program Evaluation
Psych 200/205	A	A			R		
Psych 225T	A						
Psych 244A, B	A						R
Psych 255T		R			R		
Psych 267		R	A	A	A	A	A
Psych 270T		A			R		
Psych 277	I	I	I	I	I	I	I
Psych 278	A		A		A	A	A
Psych 279	I	R	A	R	R	R	R
Psych 282	A	R	A				
Psych 284		A		A		A	
Psych 285		A		A	A	A	
Psych 286	A	A	A		A	A	
Psych 287	R	R	R	R	R	A	R
Psych 288	R			R		A	
Psych 299	A						A
Couns 200		I	I		R		
Couns 201		A	R		R		
Couns 240		A	R		R		

I =Introduced; R = Reinforced; A = Advanced

Table 3b. COURSE BY NASP TRAINING STANDARDS

	1. Data-based Decisions	2. Consultation	3. Cognitive/ Academic Assessment & Instruction	4. Socialization	5. Diversity	6. School & systems	7. Prevention & Intervention	8. Home School Collaboration	9. Research	10. School Psychology Practice	11. Information Technology
Psych 200/205			A	R	R			R			
Psych 225T					R						
Psych 244A, B									A		A
Psych 255T				R	A			R			
Psych 267	A	A	A	A	A	A	A	A	A	A	A
Psych 270T					A	A		A		A	
Psych 277	I	I	I	I	I	I	I	I	I	I	I
Psych 278	A	R		R	R	R	A	A	A	R	A
Psych 279	R	A	R	R	R	A	R	R		R	
Psych 282	R			A	R		A	R			R
Psych 284	A		A		A				A		R
Psych 285	A		A		R				R		R
Psych 286		R	A		R	A			A		A
Psych 287	R		R	R	R	R		R		R	
Psych 288	A			R			R		R		R
Psych 299									A		
Couns 200		R		R	R		R	R			
Couns 201		R		R	A		R	A			
Couns 240		A		R	A		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
Counseling 201: Seminar in Multicultural Counseling
Counseling 240: Seminar in Counseling Exceptional Children & Their Families

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 244B): 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 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 5a. School Psychology Program Outcomes X Assessment Methods Matrix

	1. Scientist-practitioner Framework	2. Cultural & Individual Differences	3. Consultation	4. Assessment	5. Systems/Ecological Perspective	6. Theoretical Empirical Basis	7. Program Evaluation
Field Evaluations	x	X	X	x	x	x	X
FBA	x			x			
Intervention Case Studies	x		x	x	x	x	X
Portfolios	x	x	X	x	x	X	
PRAXIS	x	x	x	x	x	x	X
Embedded Questions						X	
Thesis Rubric		Topic Varies				X	
Alumni /Needs Survey	x	X	X	x	x	x	x
NCATE Exit Survey	x	X	x	x	x	x	x
Dept. Exit Survey						X	X

Table 5b. NASP Training Standards X Assessment Methods Matrix											
	1. Data-based Decisions	2. Consultation	3. Cognitive/ Academic	4. Socialization	5. Diversity	6. School & systems	7. Prevention & Intervention	8. Home School Collaboration	9. Research	10. School Psychology	11. Information Technology
Field Evaluations	x	x	x	x	x	x	x	x	x	x	x
FBA	x			x		x	x	x			
Intervention Case Studies	x	x	x	x	x	x	x	x	x	x	x
Portfolios	x	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
Alumni /Needs Survey	x	x	x	x	x	x	x	x	x	x	x
NCATE Exit Survey	x	x	x		x	x			x	x	
Dept. Exit Survey									x		

VI. Timeline for Implementation of Assessment Methods and Summary Evaluations

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Field Evaluations	xx	xx	xx	xx	xx	xx	xx	xx	xx
FBA	x	x	x	x	x	x	x	x	x
Intervention Case Studies	xx	xx	xx	xx	xx	xx	xx	xx	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
Thesis Rubric			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 244B exam each spring. 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.	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). (NASP Standard 2.10)
8.	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)
9.	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)
10.	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)
COMMUNICATION	
11.	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 form other cultures. NA (NASP Standard 2.5)
12.	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)
13.	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)
14.	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. NA (NASP Standard 2.4)

SKILLS	
15.	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.) 3 – Discussion and observation comments indicated an appropriate knowledge of the fields of school psychology and special education. 2 – Discussion and observation comments indicated a basic knowledge of the fields of school psychology and special education. 1 – Discussion and observation comments indicated minimal knowledge of the fields of school psychology and special education. NA (NASP Standard 2.6, 2.9, 2.10)
16.	4 – Practicum student demonstrated exemplary skills in behavior observation. 3 – Practicum student demonstrated adequate skills in behavioral observation. 2 – Practicum student demonstrated minimal skills in behavioral observation. 1 – Practicum student does not have skills to complete a behavioral observation. NA (NASP Standard 2.1, 2.11)
17.	4 – Practicum student independently conducted groups. He/she demonstrated excellent behavior management skills. The content of the group sessions was well planned. 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. 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. 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. NA (NASP Standard 2.4)

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.

	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)
8.	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)
9.	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)
10.	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)
COMMUNICATION	
11.	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 form other cultures. NA (NASP Standard 2.5)
12.	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)
13.	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)
14.	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.

	NA (NASP Standard 2.4)

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

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

16.	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)
Assessment and Academic Interventions	
17.	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)
18.	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)
19.	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)
20.	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)
21.	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)
22.	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)
Therapeutic Skills	

23.	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)
24.	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)
25.	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)
26.	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)
27.	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)
28.	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)
29.	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)
30.	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.

	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.

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

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 5 . . . . . .Analyzing 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 8 . . . . .Function 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:

2. 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

3. PORTFOLIOS

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

Student: _____ Semester: _____

Year in Program: _____ Faculty: _____

INDICATOR	NOT PRESENT 0	PARTIAL 1	COMPLETE 2
Program Requirements			
2.1 Data Based Decision Making / Assessment			
2.2 Consultation, Collaboration, Prevention, and Intervention			
2.3 Effective Instruction and Development of Cognitive/Academic Skills			
2.4 socialization and Development of Life Skills			
2.5 Diversity in Development and Learning			
2.6 School and Systems Organization, Policy Development, and Climate			
2.7 Prevention, Crisis Intervention, and Mental Health			
2.8 Home/School/Community Collaboration			
2.9 Research and Evaluation			
2.10 Professional Practice			
2.11 Information Technology			
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			

All students passed the NCSP score of 165. The average for the 2009 scores was 179.50 (SD=7.01). For the 2010 scores the average was 178.00 (SD = 5.27).

6. EMBEDDED QUESTIONS

See M.A. SOAP for Psych 244B 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

9. ALUMNI SURVEY

2008 School Psychology Program Survey

A survey was emailed to field supervisors, local administrators, and alumni of the program 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; three-fourths were CSU, Fresno graduates ranging from 1991 to 2007. One fourth of the respondents were employers, four 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 form strong need to no need, and also to rate the CSU, Fresno training program as need is met, partially met, not net, or unable to judge. Spaces were provided for comments in each section.

Item		Need				CSUF Training			
		None	Weak	Mod-erate	Strong	Can't judge	Not Met	Partial -ly Met	Need is Met
1. Data-based decision making	N %	0 0%	2 8.3%	1 4.2%	21 87.5%	0 0%	0 0%	2 8%	23 92%
2. Consultation and collaboration	N %	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	N %	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	N %	1 4.2%	0 0%	4 16.7%	19 79.2%	0 0%	0 0%	6 24%	19 76%
5. Student diversity in development and learning	N %	1 4.2%	0 0%	8 33.3%	15 62.5%	0 0%	0 0%	3 12%	22 88%
6. School and systems organization, policy development, and climate	N %	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	N %	1 4.2%	0 0%	6 25%	17 70.8%	0 0%	0 0%	4 16%	21 84%
8. Home/school/ community collaboration	N %	1 4.2%	2 8.3%	3 12.5%	18 75%	0 0%	0 0%	3 12%	22 88%
9. Research and program evaluation	N %	0 0%	3 12.5%	12 48%	9 36%	1 4%	0 0%	1 4%	23 92%
10. School psychology practice and development	N %	1 4.2%	1 4.2%	8 33.3%	14 58.3%	0 0%	0 0%	2 8%	23 92%
11. Information technology	N %	1 4.2%	1 4.2%	7 29.2%	15 62.5%	1 4%	0 0%	1 4%	23 92%

2010 Alumni Survey Summary

A survey was sent to alumni of the CSU, Fresno school psychology program via Survey Monkey. Sixty-nine completed the survey, for a response rate of 56%. Ninety percent had gradated since 1996; most had at least five years' experience. The vast majority (84%) were

still working as school psychologists; some had moved into administration. Our students tend to come from the Central Valley and stay in the Valley; 85% were working in Fresno or nearby counties.

The first section asked the alumni to rate the courses they had taken in the school psych program. The courses receiving the highest ratings were the applied ones, such as assessment and consultation courses. Courses the grads rated as less valuable were more theoretical or some of the counseling courses.
The next section asked about possible areas to increase in the program. Autism was #1. More behavioral assessment and special education law were indicated. School neuropsychology and graduate statistics were most likely to be rated as not needed or only somewhat needed.

In order to keep our cognitive assessment course current and aligned with local needs, as noted earlier, most of our graduates remain in this area, respondents were asked to indicate how often certain measures were used. The measures indicated as most commonly used were the WISC-IV, UNIT, CTONI/CTONI2, WRAML2, and CTOPP. Significant numbers also used the DAS II and KABC2.

The final section assessed current Response to Intervention (RTI) practices in their districts. California has had a very varied adoption of RTI. This group was about evenly split between planning, piloting, beginning school-wide implementation, and having this in place for more than 1 year. Seventy percent were implementing RTI at the elementary level. Most reported screening and small group pullout interventions in reading and phonemic awareness. About half indicated they were doing interventions in math or writing and half noted deployment in general education classrooms for reading. Fifty percent said the RTI data were part of the special education eligibility process; only 13% were suing RTI data as the primary criteria for qualification as a student with a learning disability.

The information gathered will be used to plan program and curriculum changes. These include a possible course on autism and having our counseling sequence focus more on children and adolescents; the planned changes are discussed elsewhere in the program review document. The measures included in our cognitive assessment course will be modified slightly to better align with current practice. We do include an emphasis on RTI in several courses, practicum, and internship, and will continue to push our students to become leaders in their districts.

Alumni Survey – 2010

Demographics

ITEM	N (%)
1. What year did you graduate from the CSU, Fresno School Psychology program?	
1991-1995	7 (10.1%)
1996-2000	21 (30.4%)
2001-2005	23 (33.3%)
2006-2010	18 (26.1)
TOTAL	**69**
2. What is your current role?	
School psychologist practitioner	58 (84.1%)
Administrator	13 (18.8%)
Behavior interventionist	3 (4.3%)
Other	1 (1.4%)
3. What type of certifications and degrees do you hold?	
School psychology credential	69 (100%)
Administrative credential	13 (18.8%)
Board Certified Behavior Analyst (BCBA)	3 (4.3%)
Doctorate	1 (1.4%)
4. Where are you currently working?	
Fresno County	34 (49.3%)
Central Valley (outside Fresno County)	24 (34.8%)
California (outside Central Valley)	10 (14.5%)
Out of state	1 (1.4%)

5. Please rate the following courses in the CSU School Psychology program.

COURSE	Drop the course	Interesting but not applied	Useful	Extremely valuable in practice	NA/did not take course	Rating Average*
Role & Function	1 (1.4%)	2 (2.9%)	31 (44.9%)	34 (49.3%)	1 (1.4%)	3.44
Advanced ABA	0 (0%)	0 (0%)	10 (14.5%)	54 (78.3%)	5 (7.2%)	3.84
Research Methods	1 (1.4%)	7 (10.1%)	40 (58%)	19 (27.5%)	2 (2.9%)	3.15
Ethics	1 (1.4%)	1 (1.4%)	30 (43.5%)	37 (53.6%)	0 (0%)	3.49
Cognitive / Learning	3 (4.3%)	3 (4.3%)	30 (43.5%)	27 (39.1%)	6 (8.7%)	3.29
Psychopharm	1 (1.4%)	2 (2.9%)	21 (30.4%)	8 (11.6%)	37 (53.6%)	3.13
Psychophys	0 (0%)	21 (30.4%)	25 (36.2%)	11 (15.9%)	6 (8.7%)	2.65
IQ Assessment	0 (0%)	0 (0%)	7 (10.1%)	62 (89.9%)	0 (0%)	3.90
Consultation	0 (0%)	0 (0%)	7 (10.1%)	60 (87%)	2 (2.9%)	3.90
Assessment of Learning + CBA	0 (0%)	0 (0%)	8 (11.6%)	53 (76.8%)	8 (11.6%)	3.87

COURSE	Drop the course	Interesting but not applied	Useful	Extremely valuable in practice	NA/did not take course	Rating Average*
Intervention & Prevention	0 (0%)	0 (0%)	9 (13%)	58 (84.1%)	2 (2.9%)	3.87
Social Psych	2 (2.9%)	19 (27.5%)	37 (53.6%)	10 (14.5%)	1 (1.4%)	2.81
Instructional Consultation + RTI	0 (0%)	0 (0%)	9 (13%)	45 (65.2%)	15 (21.7%)	3.83
Cognitive Behavior Therapy	0 (0%)	1 (1.4%)	27 (39.1%)	37 (53.6%)	4 (5.8%)	3.55
Dev. Psych	2 (2.9%)	10 (14.5%)	30 (43.5%)	25 (36.2%)	2 (2.9%)	3.16
Multicultural School Psych	3 (4.3%)	11 (15.9%)	41 (59.4%)	9 (13%)	5 (7.2%)	2.88
Counseling Techniques	1 (1.4%)	2 (2.9%)	31 (44.9%)	32 (46.4%)	3 (4.3%)	3.42
Couns. Except. Children/Families	7 (10.1%)	3 (4.3%)	26 (37.7%)	25 (36.2%)	8 (11.6%)	3.13
Multicultural Counseling	10 (14.5%)	9 (13%)	38 (55.1%)	8 (11.6%)	4 (5.8%)	2.68
Behavior Assessment	0 (0%)	1 (1.4%)	8 (11.6%)	50 (72.5%)	10 (14.5$)	3.83
Thesis	3 (4.3%)	14 (20.3%)	37 (53.6%)	13 (18.8%)	2 (2.9%)	2.90

*Drop = 1, Interesting = 2, Useful = 3, Extremely valuable = 4 divided by N who took course

6. We are considering slight changes to the curriculum; please rate the following areas according to need.

ITEM	Not needed	Somewhat Needed	Needed	Critical Need	Rating Average*
Preschool Assessment	0 (0%)	13 (18.8%)	38 (55.1%)	18 (26.1%)	3.07
Autism Assessment/Intervention	0 (0%)	3 (4.3%)	12 (17.4%)	54 (78.3%)	3.74
School Neuropsych	13 (18.8%)	33 (47.8%)	14 (20.3%)	9 (13%)	2.28
Social, Emotional, Behavioral Assessment	0 (0%)	2 (2.9%)	17 (24.6%)	50 (72.5%)	3.70
Dev. Psychopathology	4 (5.8%)	23 (33.3%)	32 (46.4%	10 (14.5%)	2.70
Counseling w. Children	0 (0%)	11 (15.9%)	31 (44.9%)	27 (39.1%)	3.23
Special Ed Law	0 (0%)	5 (7.2%)	18 (26.1%)	46 (66.7%)	3.59
Grief/Crisis Counseling	0 (0%)	9 (13%)	43 (62.3%)	17 (24.6%)	3.12
Program Evaluation	5 (7.2%)	29 (42%)	30 (43.5%)	5 (7.2%)	2.51

ITEM	Not needed	Somewhat Needed	Needed	Critical Need	Rating Average*
Graduate Statistics	13 (18.8%)	37 (53.6%)	17 (24.6%)	2 (2.9%)	2.12
Supervision	0 (0%)	18 (26.1%)	35 (50.7%)	16 (23.2%)	2.97

*Not Needed = 1, Somewhat Needed = 2, Needed = 3, Critical Need = 4

7. If you are working as a school psychologist, please estimate how often you use the following assessments: if you are an administrator and have knowledge of whice measures are used in your district, please respond. If you are in a non-assessment position, please check NA.
Twenty-six measures were listed, primarily cognitive assessments. The purpose of this item was to align our cognitive assessment course with current and local practices. The measures indicated as most commonly used were the WISC-IV, UNIT, CTONI/CTONI2, WRAML2, and CTOPP. Significant numbers also used the DAS II and KABC2.

Response to Intervention

ITEM	N (%)
8. Please rate the state of RTI implementation in your district	
Planning	17 (26.2%)
Piloting in a limited number of schools	14 (21.5%)
In process of school-wide implementation	12 (18.5%)
District-wide use for more than 1 year	18 (27.7%)
Not considering RTI at this time	4 (6.2%)
9. RTI is implemented in	
None	7 (10.4%)
Elementary	47 (70.1%)
Middle School	17 (25.4%)
High School	8 (11.9%)
Still in planning stage	18 (26.9%)
10. Currently in our district, RTI involves the following:	
Screening (e.g., DIBELS)	41 (75.9%)
Small group pullout interventions in reading/phonemic awareness	50 (92.6%)
Small group interventions in math or writing	28 (51.9%)
Deployment in general education classrooms for reading	30 (55.6%)
Use of RTI data as part of a special education eligibility assessment in conjunction with a traditional psycho-educational assessment	27 (50%)
Use of RTI data as the primary criteria for special education eligibility as a student with a specific learning disability	7 (13%)

(Blank copies of surveys not available)

9. 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

10. PSYCHOLOGY DEPARTMENT EXIT SURVEY

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?