

Annual Program Assessment

The School Psychology Program is committed to the goal of continuous self-evaluation in order to meet the ever-changing training needs of the field. The School Psychology Coordinating Committee annually reviews all program evaluation data. Program “Retreats” are held approximately once every five years or more often if necessary. The self-evaluation plan is presented below.

Program Assessment Methods—Frequency

1. Complete employer/intern supervisor surveys every five years.
2. Distribute alumni surveys every five years.
3. Review Portfolio Assessment/Intervention Case studies (program embedded) annually. This represents the program’s competency/performance-based summative assessment. Portfolios are collected and evaluated for program review purposes at the end of each internship year.
4. Review annually the Content Area test in School Psychology-Illinois State Board of Education.
5. Review annually field/university supervisor evaluations of student and program during pre-practicum and practicum and internship.
6. Review each semester grade point averages of all students—minimum 3.0 out of 4.0 required.
7. School Psychology Coordinating Committee meets twice a month with agenda items devoted to student concerns articulated by student representatives.
8. Review annually all faculty evaluation on student progress in program.
9. Annual review of Thesis defenses or performance in Applied Research Experiences (including ratings of performance at Graduate Student Research Symposium by judges).
10. Convene a “Town Hall Meeting” consisting of program faculty and students (specialist and doctoral) once a year in October.
11. School Psychology Advisory Committee meetings once a year in the spring.
12. At least once a year, individual meetings with principals at field sites about first year student placements.
13. At least three meetings a year with internship supervisors.
14. Assessment of program impact on children (e.g., Intervention Case Studies at end of the internship, Academic Intervention cases completed during psychoeducational practicum, and Psychosocial practicum Cases including autism).
15. Evaluation, every seven years, of specialist degree program by Illinois Board of Higher Education through formal program review process.
16. NASP Folio Reviews every 5-7 years.

Appendix A: Scoring Rubric for Portfolio and Intervention Case Studies

Description of Knowledge/Skills and Relevant NASP Domain of Training and Practice	Assessment Source	Exemplary	Proficient	Below Expectations
Evidence of commitment to Continuing Professional Development Domain 2.1	Vita Portfolio	Attends national and state conferences, multiple district professional development in-services	Attends state conference and/or district professional development in-services	No attendance at conferences/district professional development in-services
Evidence of knowledge of general and special education, and understanding schools as systems Domain 2.6	Philosophy of school psychology Case Study Reflection Paper	Extensive discussion of relationship of school psychologist's role and function to general and special education system and relationship of school as a system in the analysis of the problem addressed in the case study	Adequate discussion of relationship of schools as systems to role and function of school psychologist or relationship of school as a system in the analysis of the problem addressed in the case study	Minimal or no discussion of schools as systems and its relationship to the role and function of the school psychologist or the impact of schools as systems on results of case study
Evidence of knowledge of importance of multicultural sensitivity when working with individuals of diverse characteristics Domain 2.5	Philosophy of School Psychology Case Study Reflection Paper	Extensive discussion of importance of multicultural sensitivity for the school psychologist	Adequate discussion of importance of multicultural sensitivity for the school psychologist	Brief or no discussion of importance of multicultural sensitivity for the school psychologist
Evidence of involvement in professional organizations Domain 2.10	Vita	Member of a professional organization and serving in a leadership position (e.g., intern representative, committee membership)	Member of at least one professional organization	Not a member of a professional organization
Data-based Decision Making: Problem identification Domain 2.1	Case Study	Problem clearly defined in observable, measurable terms	Problem clearly defined but not clearly observable and measurable	Problem not well defined
Data-based Decision Making: Preliminary data collection to verify the problem Domain 2.1	Case Study	Extensive multiple, systematic data collected to verify the existence of the problem	Systematic data collected	Incomplete or no data collected
Data-based Decision Making: Present and expected levels of performance Domain 2.1	Case Study	Comprehensive and well-defined identification of present AND expected levels of performance	Adequate identification of present and/or expected levels of performance	Minimal or no identification of present or expected levels of performance
Hypotheses are generated Domains 2.1; 2.3; 2.4; 2.5; 2.7	Case Study	Comprehensive preliminary data systematically used to generate hypotheses	Adequate data used to generate hypotheses	Minimal or no hypotheses presented and/or no data used
Assessment to test hypotheses is multi-method Domain 2.1	Case Study	Assessment approaches/methods include direct measures and standardized norm referenced tests	Adequate assessment approaches/methods use only one type of direct measure or standardized norm reference tests	Assessment approaches/methods use only standardized norm referenced tests
Assessment is multi-source Domain 2.1	Case Study	Assessment methods draw on multiple sources (more than two sources e.g., teachers, parents, and child)	Assessment methods draw on two sources (e.g., parents and teachers or teachers and child)	Assessment methods draw on one or no sources

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Fully investigates the referral problem Domains 2.1; 2.3; 2.4; 2.5; 2.7	Case Study	Contextual factors (family, school situation, community) and possible impact on the problem area are systematically explored in depth	Contextual factors are identified but not systematically explored or investigated	Contextual factors are not systematically explored nor investigated
Intervention is described and appropriate based on assessment data, the needs of the client, and the professional literature Domains 2.3; 2.4; 2.5	Case Study	Confirmed hypotheses systematically used to plan detailed and sound interventions	Confirmed hypothesis used to plan sound interventions	Interventions not well planned nor linked to hypotheses.
Intervention(s) is/are empirically supported/research based Domains 2.3; 2.4	Case Study Reflection Paper	Intervention(s) implemented have strong empirical support and references provided	Intervention(s) implemented have some but weaker empirical support (no references provided)	Intervention(s) have no identified empirical support
Prepare stakeholders to implement plan Domains 2.2; 2.8	Case Study	All stakeholders involved in intervention planning process; collaborative efforts include family, school, and community, if appropriate	Some stakeholders involved in intervention planning process	Limited involvement of stakeholders
Evidence of effective collaboration with others in planning and decision making processes at the individual, group, and system levels if not included in case study above Domain 2.2	Portfolio	Multiple examples of intern involvement in collaborating with others in planning and decision making processes at the individual, group, and system levels	Minimum of one example of intern involvement in collaborating with others in planning and decision making processes at the individual, group, or system levels	No examples of intern involvement in collaborating with others in planning and decision making processes at the individual, group, or system levels
Intervention Implementation: Determine criteria for successful outcome Domain 2.1	Case Study	Observable, measurable criteria established based on problem analysis and case formulation	Observable, measurable criteria established may be not linked to problem analysis and/or case formulation	Criteria not established or are not measurable
Outcome data/progress monitoring Domain 2.1	Case Study	Multiple data collection plan established to monitor progress during intervention and outcome assessment	Adequate data collected to evaluate baseline, monitor progress, and outcome	Limited or no data collected for progress monitoring
Implementation of the intervention Domains 2.1; 2.5; 2.5	Case Study	Detailed discussion of the intervention as implemented including issues of time, place, treatment integrity, acceptability, sensitivity to client and system needs, and diversity such that the intervention may be replicated	An adequate discussion of the intervention as implemented including issues of time, place, treatment integrity, acceptability, sensitivity to client and system needs, and diversity	Minimal discussion of the intervention as implemented that lacks clarity and detail with regard to issues of time, place, treatment integrity, acceptability, sensitivity to client and system needs, and diversity
Progress Monitoring: Graphic presentation of data Domain 2.11	Case Study	Detailed graph (all elements present) to clearly communicate results/outcomes and is	An adequate graph (1 or 2 elements missing) that communicates results/outcomes and	A graph is not provided, is unclear and confusing, and is not linked to the progress monitoring

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		linked to the progress monitoring system	clearly linked to the progress monitoring system	system
Evaluate the Goals and Hypotheses /Discussion of progress towards established goals Domain 2.1	Case Study	Multiple data used systematically to determine that the goals have been met and the hypotheses tested	Adequate data used to determine that the goals have been met and the hypotheses tested	Minimal or no data used to determine that the goals have been met and the hypotheses tested.
Discussion of future needs for intervention/support Domain 2.1	Case Study	Ongoing data used to revise, adapt, or modify the intervention if changes are warranted with additional data collected post revisions	Ongoing data used to revise, adapt, or modify the intervention if changes are warranted but lacks post revision additional data	Minimal or no ongoing data used to revise, adapt, or modify when changes appear to be warranted
Intervention resulted in “measurable positive changes” for the client Domains 2.1; 2.3; 2.4	Case Study	Interventions directly contributed to significant positive changes for the client	Interventions led to positive changes for the client	Interventions led to no or negative changes for the client
Evidence of providing relevant research findings to parents, school personnel, and the public through such means as in-services Domain 2.9	Portfolio	Multiple examples of intern providing relevant research findings to stakeholders through written communication to parents and/or staff and in-service presentations	At least one example of intern providing relevant research findings to stakeholders through written communications to parents, staff, and/or in-service presentations	No examples of intern providing relevant research findings to stakeholders through written communication to parents, staff, or in-service presentations
Evidence of ethical, legal, and professional behavior Domain 2.10	Portfolio Professional Statement/ Philosophy of school psychology Case Study Reflection Paper	Extensive discussion with multiple examples of importance of legal and ethical behavior for the school psychologist	Adequate discussion of importance of legal and/or ethical behavior for the school psychologist	Minimal or no discussion of importance of legal or ethical behavior for the school psychologist
Evidence of knowledge of various service models and methods Domain 2.10	Professional Statement/ Philosophy of school psychology Case Study Reflection Paper	Extensive discussion using multiple examples of various service delivery systems related to the role and function of the school psychologist	Adequate discussion of various service delivery systems related to the role and function of the school psychologist	Minimal or no discussion of various service delivery systems related to the role and function of the school psychologist
Evidence of knowledge of public policy development applicable to children and families Domain 2.10	Professional Statement/ Philosophy of school psychology Case Study Reflection Paper	Extensive discussion with multiple examples of impact of state and federal laws (e.g., IDEA, Illinois Administrative Code C 226) on the role and function of the school psychologist	Adequate discussion of impact of state and federal laws (e.g., IDEA, Illinois Administrative Code C 226) on the role and function of the school psychologist	Minimal or no discussion of impact of state and federal laws (e.g., IDEA, Illinois Administrative Code C 226) on the role and function of the school psychologist
Evidence of use of multimedia resources to support and deliver oral presentations Domain 2.11	Portfolio	Oral presentation includes more than one use of PowerPoint, graphing programs, development of DVDs etc.	Oral presentation includes at least one use of PowerPoint, graphing programs, development of DVDs etc.	Oral presentation does not include the use of PowerPoint, graphing programs, development of DVDs etc.
Evidence of the use of	Portfolio	Extensive use of multiple	Minimal use of one	No evidence of use of

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technology when designing, implementing, and evaluating programs or interventions for clients Domain 2.11		computer-based programs such as AIMS-Web, DIBELS, or EXCEL for use in designing, implementing, and evaluating programs or interventions for clients	computer-based program such as AIMS-Web, DIBELS, or EXCEL for use in designing, implementing, and evaluating programs or interventions for clients	computer-based programs such as AIMS-Web, DIBELS, or EXCEL for use in designing, implementing, and evaluating programs or interventions for clients
Evidence of appropriate development and implementation of primary or secondary prevention programs Domain 2.7	Portfolio	More than one example of the intern's involvement in the development or implementation of primary or secondary prevention programs	At least one example of the intern's involvement in the development or implementation of primary or secondary prevention programs	No examples of the intern's involvement in the development or implementation of primary or secondary prevention programs
Evidence of knowledge of research, statistics, and evaluation methods Domain 2.9	Portfolio: Thesis or applied research experience project Vita	Research project (thesis or applied research project) presented at national conference or published	Research project (thesis or applied research project) presented at state conference, or local district/university research symposium	Research project (thesis or applied research project) not presented at state or national conference, or local district/university research symposium
Evidence of knowledge of research, statistics, and evaluation methods Domain 2.9	Portfolio	More than one example of a research project or program evaluation	At least one example of a research project or program evaluation	No examples of a research project or program evaluation
Evidence of work with individuals and groups to facilitate policies and practices that create safe, supportive, and effective learning environments for children and others Domain 2.6	Portfolio	More than one example of the intern's work with individuals and groups to facilitate policies and practices that create safe, supportive, and effective learning environments for children and others	At least one example of the intern's work with individuals and groups to facilitate policies and practices that create safe, supportive, and effective learning environments for children and others	No examples of the intern's work with individuals and groups to facilitate policies and practices that create safe, supportive, and effective learning environments for children and others

Record for each Case Study:

1. Subject Name
2. Age/Grade
3. Ethnicity and Gender
4. Target Behavior(s)
5. Measure
6. Objective/Goal (Expected Behavior)
7. Baseline Phase
8. Treatment Phase
9. Impact: Percent of Change, Goal(s) met, and Impact Measure (Treatment minus Baseline divided by Treatment multiplied by 100)