

Assessment Plan

<i>Assessment Instrument</i>	<i>Description of Assessment</i>	<i>Data Collection Process</i>	<i>Types of Data Collected</i>
TRANSITION POINT #1: Entry into Fieldwork (CANDIDATE COMPETENCY)			
<p>Although not formally documented as an assessment, the initial transition point for candidates is to apply for formal admission to the School Psychology Credential Program. This enables us to admit, and provide field placements for only those we expect to succeed as school psychologists. Thus, prior to entry into the School Psychology Practicum and Internship, just as upon admission to the MA program, students are screened and evaluated by the School Psychology/PPS subcommittee consisting of faculty who teach in the school psychology program.</p>			
TRANSITION POINT #2: Entry to School Psychology Internship (CANDIDATE COMPETENCE)			
Practicum Field Site Evaluations	Field supervisor's rating of student's performance on 50 observable criteria which fall into 9 domains	University- and field-based practicum supervisors collaborate throughout the year regarding the student's progress. At the end of the year, the field-based supervisor(s) complete the formal evaluation.	Summative data using a rubric with a 4-point scale
School Psychology Committee Evaluations of Practicum Students	School Psychology Committee complete ratings of each student's performance on professional characteristics in 10 domains at the end of the second year	The Committee considers: field-site supervisor evaluation of candidates, both verbal and written; course grades; progress on competencies/objectives; candidate logs; observations and personal interviews.	Summative data using a rubric with a 3-point scale (Note: In order to be recommended for the PPS: School Psychology internship credential, students must receive an overall committee rating of "acceptable" or higher.)
TRANSITION POINT #3: Moving toward program completion (CANDIDATE COMPETENCE)			
Internship Field Site Evaluations	Field supervisor's rating of student's performance on 60 observable criteria which fall into 11 domains	University- and field-based internship supervisors collaborate throughout the year regarding the student's progress. At the end of each semester (fall and spring), the field-based supervisor(s) complete a formal evaluation.	Summative data using a rubric with a 4-point scale

School Psychology Committee Evaluations of Internship Students	School Psychology Committee complete ratings of each student's performance on professional characteristics in 10 domains at the end of the third year	The Committee considers: field-site supervisor evaluation of candidates; course grades; progress on competencies/objectives; performance on culminating activity; candidate logs; observations and personal interviews with candidates to determine whether they have met all program competencies.	Summative data using a rubric with a 4-point scale (Note: In order to be recommended for the full PPS: School Psychology credential, students must receive an overall committee rating of "acceptable" or higher.)
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TRANSITION POINT #4: Program Completion (CANDIDATE COMPETENCY/PROGRAM EFFECTIVENESS)			
Culminating Activity: Comprehensive Exam	Written examination to evaluate student's knowledge and grasp of the field of school psychology	Students are given one session to complete the examination during the spring of their last year	Summative data using a rubric with a 3-point scale
Thesis	Individual research project that will contribute to the field of school psychology or education	Students work closely with their committee to receive ongoing feedback on their proposal, data collection & analysis, written document. The final product is formally evaluated in spring of the third year	Summative data using a rubric with a 3-point scale
National School Psychology Exam (Praxis II)	National standardized examination consisting of 120 questions in 6 domains.	Students take exam in the final semester and forward scores to the program.	Overall standard score and raw scores for the domains
Portfolio Assessment	Students provide work samples and a reflection paper on how these assignments have contributed to their	Submission at the end of the second and third years of the program	Demonstrating technological competence through organized electronic portfolio of work samples

	professional development		
Exit Interviews	Survey to assess students' satisfaction and perceived level of preparation at the completion of the program	Completed anonymously at the end of the spring semester of the third year	Survey data on 3-point Likert scale
