

## **UWRF School Psychology Program Assessment Plan – *Ed.S. Degree***

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### **I. INTRODUCTION**

It is important to start by indicating clearly that the School Psychology Program at UWRF is ONE program with TWO degrees. This Assessment Plan addresses the Ed.S degree portion of that program (31 credits), which is earned after completing years three and four of the four-year program. A separate Assessment plan addresses the M.S.E. degree (35 additional credits) which is earned during the first two of years of the training program. Graduates cannot become licensed school psychologists until completing both degrees (66 total graduate credits). In summary, we are ONE program with two degrees earned as students progress through to program completion.

The School Psychology Program and department are part of the College of Education and Professional Studies. The program is dedicated to providing students with professional, specialist-level training (66 total graduate credits), while providing schools with high quality school psychologists. To that end, the school psychology program conducts ongoing evaluations of student progress and learning outcomes. The evaluation process begins at the time of application and continues each year until program completion (typically four years). Additionally, the program surveys graduates to assess the quality of training, and to determine appropriate areas of emphasis within training. The program uses assessment data to provide feedback to students, to monitor program effectiveness, and to make changes to the program, as needed. The program is committed to educating professional school psychologists with comprehensive knowledge and skills, particularly in the areas of collaboration, data-based decision-making and culturally responsive practice.

#### **Department Mission & Vision**

**Vision:** All children and youth thrive in school, at home, and throughout life.

**Mission:** The UWRF School Psychology Program prepares the next generation of school psychologists to address the academic, social, emotional, behavioral, and mental health needs of children and youth in accordance with the NASP *Standards for Graduate Preparation of School Psychologists*, the *Wisconsin DPI Pupil Services Domains*, and through the promotion of the NASP *Model for Comprehensive and Integrated School Psychological Services*.

#### **Program Core Values**

**Advocacy:** UWRF SPSY engages in actions and activities that seek to influence positively outcomes directly affecting the profession and the children, youth, families, and schools served.

**Collaborative Relationships:** UWRF SPSY partners with faculty, staff, practitioners, cooperating professionals, key stakeholders, and others to develop and achieve shared goals.

**Continuous Improvement:** UWRF SPSY sets challenging objectives and measures the effectiveness of organizational processes and professional practices.

**Integrity:** UWRF SPSY understands and honors individual, cultural, and other contextual differences in our own interactions and as they shape the development of program candidates.

**Social Justice:** UWRF SPSY promotes and enacts social justice throughout the program, the profession, practicum and internship experiences, and on the job.

**Student-Centered:** UWRF SPSY strategically selects goals and activities focused on the needs of program candidates, the profession, and the children, youth, and families we serve.

#### **Program Strategic Goals**

Through regular discussion, reflection, and long-range planning, the school psychology program

has set the following strategic goals: (a) Address critical shortages in school psychology including but not limited to increasing the number of graduates from underrepresented groups in society and in the profession, (b) Develop leadership skills and qualities of school psychologists, (c) Advance the role of school psychologists as qualified behavioral and mental health specialists, (d) Advance the recognition and implementation of the NASP Practice Model, and (e) Prepare school psychologists who actively promote and enact social justice in their own work and through advocacy with key stakeholders.

## II. LEARNING OUTCOMES - Master of Science in Education (Ed.S. degree)

The following specific learning outcomes have been developed to ensure a program of study aligned with the program's mission, vision, core values, and strategic goals. The learning outcomes of the UWRP school psychology Ed.S. degree reflect the domains required of all programs approved by NASP and the Wisconsin Department of Public Instruction (DPI), with added emphasis on student collaboration and culturally responsive skill building. Each outcome is measured by an instrument included in the program's Candidate Assessment System. The Candidate Assessment System is a set of evaluation forms or rubrics developed by the school psychology program faculty, and available to students on the program web page and in the student program policies and procedures handbook.

The following specific learning outcomes have been evaluated for five or more years (with sub-outcomes and measurement tools noted). In order to clearly make the link between the assessment tools being used and the learning outcomes stated, **the specific assessment tool is highlighted, in red and parentheses**, following each learning outcome objective. As well, it should be noted that the program Exit Survey includes items that assess each of the learning outcomes.

1. Graduates will be able to demonstrate culturally responsive competencies. (LINKED TO UWRP STRATEGIC GOAL – Global Education & Engagement)
  - **Objective A:** Graduates will demonstrate emerging or proficient diversity values and dispositions (*Diversity Values & Dispositions Evaluation during internship*).
  - **Objective B:** Graduates will demonstrate emerging or proficient knowledge and skills related to individuals, families, and schools with diverse characteristics, cultures, and backgrounds (*Field-Based Supervisor Evaluation during practicum and internship*).
2. Graduates will be able to collaborate successfully and problem-solve with those with whom they interact in the field (e.g., parents, supervisors, other practicing educators). (LINKED TO UWRP STRATEGIC GOAL – Innovations & Partnerships)
  - **Objective A:** Graduates will be able to demonstrate emerging or proficient consultation and collaboration skills. (*Field-Based Supervisor Evaluation during practicum and internship; University-Based Supervisor Observation Ratings*).
  - **Objective B:** Graduates will be able to demonstrate emerging or proficient professional work characteristics (e.g., organization, communication skills). (*Professional Work Characteristics Rating during internship*)
3. Graduates will be able to demonstrate a positive impact on the students, parents, teachers, and/or others who are served. (LINKED TO UWRP STRATEGIC GOAL – Distinctive Academic Excellence)
  - **Objective A:** Graduates will be able to collect and analyze pupil intervention data reflecting measureable student progress. (*Intervention Case Study Appraisal Rubric during internship*)
  - **Objective B:** Graduates will demonstrate an overall level of emerging or proficient positive impact on others in schools. (*Field-Based Supervisor Evaluation during*

*practicum and internship).*

4. Graduates will be able to demonstrate a broad foundation of knowledge and skills that are aligned with the training domains of the National Association of School Psychologists (NASP) and the Wisconsin Department of Public Instruction (DPI). (*LINKED TO UWRF STRATEGIC GOAL – Distinctive Academic Excellence*)
  - **Objective A:** Graduates will be able to demonstrate proficient knowledge about school psychology (*Pass PRAXIS II exam*).
  - **Objective B:** Graduates will be able to show evidence of multiple school psychology skills and roles (*Approved Portfolio Assessment Rubric*).
  - **Objective C:** Graduates will be able to collect and evaluate research/program evaluation data in order to ensure use of evidence-informed practices in schools (*Program Evaluation Project Report Rubric*)

### III. PROFILE OF WHERE LEARNING OUTCOMES ARE BEING ACHIEVED

*Specific Courses for all Learning Outcomes & Course Map Visuals*

The specific Ed.S. program learning outcomes are supported across all Ed.S. courses. See Table 1 for a matrix of outcomes, courses, level of learning, knowledge/skills, and assessment measure/timing.

**Table 1. UWRF School Psychology Ed.S. Learning Outcome by Course Matrix**

Learning Outcome	Primary Course(s) where Outcome Addressed	Level of Learning	Specific Knowledge/Skills Addressed (NASP)	Assessment Measures (Artifacts) & Timing
<b>LEARNING OUTCOME 1:</b> Graduates will demonstrate culturally responsive competencies.				
<b>Objective A –</b> Graduates will demonstrate emerging or proficient diversity values and dispositions	SPSY 775 SPSY 776	Emerging skills	Diversity in Development & Learning (NASP #8)	<i>Diversity Values &amp; Dispositions Evaluation during internship – End of Year 4 (See Appendix A)</i>
<b>Objective B –</b> Graduates will demonstrate emerging or proficient knowledge and skills related to individuals, families, and schools with diverse characteristics, cultures, and backgrounds	SPSY 771 SPSY 772 SPSY 775 SPSY 776	Emerging skills	Diversity in Development & Learning (NASP #8)	<i>Field-Based Supervisor Evaluation during practicum and internship – During Year 3 or Year 4 (See Appendix B)</i>
<b>LEARNING OUTCOME 2:</b> Graduates will be able to collaborate successfully and problem-solve.				

<b>Objective A</b> – Graduates will be able to demonstrate emerging or proficient consultation and collaboration skills	SPSY 769 SPSY 742 SPSY 740	Emerging Skills	Consultation & Collaboration (NASP #2)	<i>Field-Based Supervisor Evaluation during practicum and internship; University-Based Supervisor Observation Ratings – During Years 3 and 4 (See Appendixes B &amp; C)</i>
<b>Objective B</b> – Graduates will be able to demonstrate emerging or proficient professional work characteristics (e.g., organization, communication skills).	SPSY 771 SPSY 772 SPSY 775 SPSY 776	Emerging Skills	Consultation & Collaboration (NASP #2)	<i>Professional Work Characteristics Rating during internship – End of Year 4 (See Appendix B)</i>
<b>LEARNING OUTCOME 3:</b> Graduates will be able to demonstrate a positive impact on others.				
<b>Objective A</b> – Graduates will be able to collect and analyze pupil intervention data reflecting measureable student progress.	SPSY 752 SPSY 771 SPSY 772 SPSY 775 SPSY 776	Emerging Skills	Data-based Decision Making (NASP #1); Interventions & Mental-Health Services (NASP #4); Prevention & Responsive Services (NASP #6)	<i>Intervention Case Study Appraisal Rubric during internship – End of Year 4 (See Appendix D)</i>
<b>Objective B</b> – Graduates will demonstrate an overall level of emerging or proficient positive impact on others in schools	SPSY 752 SPSY 722 SPSY 771 SPSY 772 SPSY 775 SPSY 776	Emerging Skills	Data-based Decision Making (NASP #1); Interventions & Mental-Health Services (NASP #4); Prevention & Responsive Services (NASP #6)	<i>Field-Based Supervisor Evaluation during practicum and internship – During Year 3 or Year 4 (See Appendix B)</i>
<b>LEARNING OUTCOME 4:</b> Grads will be able to demonstrate a broad foundation of knowledge/skills aligned with NASP.				
<b>Objective A</b> – Graduates will be able to demonstrate proficient knowledge about school psychology	SPSY 732 and all other Ed.S. courses prior to the internship	Advanced Knowledge & Emerging Skills	All NASP graduation education domains (NASP #1 to NASP #10)	<i>PRAXIS II exam results – End of Year 3</i>

<b>Objective B</b> – Graduates will be able to show evidence of multiple school psychology skills and roles	All Ed.S. courses	Advanced Knowledge & Emerging Skills	All NASP graduation education domains (NASP #1 to NASP #10)	<i>Approved Final Portfolio Assessment Rubric –End of Year 4 (See Appendix E)</i>
<b>Objective C</b> - Graduates will be able to collect and evaluate research/program evaluation data in order to ensure use of evidence-informed practices in schools	SPSY 798	Emerging Skills	Research & Program Evaluation (NASP #9)	<i>Program Evaluation Project Report Rubric – End of Year 3 (See Appendix F)</i>
<b>Ed.S. Student Exit Survey</b>	NA	Emerging Skills	Measures All Learning Outcomes	<i>End of Ed.S. Completion (May/June of graduation year) (See Appendix G)</i>
<b>Ed.S. Graduate – Employer Survey</b>	NA	Proficient Skills	Measures All Learning Outcomes and other general progress characteristics	<i>Two years post-Ed.S. (May/June) (See Appendix H)</i>
<b>Ed.S. Graduate – Alumni Survey</b>	NA	Proficient Skills	Measures All Learning Outcomes and other general progress characteristics	<i>Two years post-Ed.S. (May/June) (See Appendix I)</i>



*How Out-Of-Classroom Experiences Impact All Learning Outcomes*

The majority primary/critical out-of-classroom experiences (practicum and internship) in the overall School Psychology Program do not occur during the M.S.E. degree portion. Rather, they occur during the Ed.S. degree portion of the program. However, in an effort to reinforce foundational knowledge and developing skills during the M.S.E. portion (first two years of the four-year total program), students experience numerous out-of-class opportunities and options that address all M.S.E. learning outcomes. See Table 3 for annual or ongoing examples and associated data.

**Table 3. Out-of-Classroom Experiences – Annual/Ongoing Examples**

<b>Ed.S. out-of-classroom experiences</b>	<b>Type of experience</b>	<b>Timing</b>	<b>Learning Outcomes Addressed</b>
<b>School Psychology Awareness Week workshop</b>	<i>Speaker brought in annually to replace one class meeting for all fall classes</i>	<i>2<sup>nd</sup> week of November – numerous years in row</i>	<i>LO1 (frequent diversity topics – e.g., bilingual assessment in Fall 2018), LO4</i>
<b>Conference travel (NASP, WSPA, MSPA)</b>	<i>Conference options locally, regionally, and nationally. Small stipends provided to students who choose to travel</i>	<i>WSPA Fall – October MSPA – January NASP – February WSPA Spring - March</i>	<i>LO1, LO2, LO3, LO4 (wide range of school psychology topics)</i>
<b>NASP president on campus – presentation</b>	<i>The president of the National Association of School Psychologists has presented directly to our students.</i>	<i>Late January; numerous years in a row</i>	<i>LO1, LO2, LO3, LO4 (wide range of school psychology topics)</i>
<b>Sigma Psi Tau Student Group</b>	<i>Leadership options for program students</i>	<i>Officer voting in the spring; serve one year following</i>	<i>LO2 (excellent leadership and collaboration experiences); LO3 (frequent volunteer or service work to promote the field)</i>
<b>NASP, WSPA and MSPA Student Representatives</b>	<i>Leadership options for program students</i>	<i>Application process in spring; serve one year following</i>	<i>LO2 (excellent leadership and collaboration experiences); LO3 (frequent volunteer or service work to promote the field)</i>

### *Out-of-Classroom Experiences & External Stakeholder Expectations*

The school psychology program is committed to providing training that is aligned with the ten domains of education and practice and the practice model of the National Association of School Psychologists (NASP). The pupil services standards developed by the Wisconsin Department of Public Instruction (DPI) are also integrated into the program curriculum and expectations. In order to measure candidate knowledge and competency development, data are collected through multiple methods at multiple points in the training program. Candidates meet with their advisors each semester to discuss progress. The program faculty utilizes the data to assist students with program progress and to make program modifications, as needed.

The following Candidate Assessment System procedures were developed to ensure the program effectively evaluates the stated learning outcomes that reflect NASP and Wisconsin DPI Standards/Graduate Education Domains. While numerous candidate assessments are utilized and resulting data are gathered during each year of the UWRF four-year program, eight assessments (See Table 1) and their data outcomes are aggregated regularly for various external accreditation, approval, and program prioritization processes. Table 1 includes electronic links to the eight assessments, as well as ninth assessment, the program Exit Survey. The 2010 NASP graduate education domains evaluated by each assessment are summarized in the second column. Table 2 shows the connection between NASP and Wisconsin DPI training expectations for school psychology programs. The white boxes in this matrix indicate overlap between the standards expected by each agency.

## **IV. VENUES FOR ASSESSING LEARNING OUTCOMES**

### *Venues for all Direct Measures (and associated Ed.S. courses)*

Previously in this document, in Table 1, all Ed.S. learning outcomes, associated courses, level of learning, type of skill/knowledge gained (NASP graduate education domain), and the overall direct assessment (artifact) measure involved were outlined. The reader is referred to that table for a review. Altogether, Table 1 reflected how the Ed.S. curriculum meets all four Learning Outcomes and Table 2 covers how the Ed.S. covers all 10 NASP graduate education domains, covering a variety of foundational knowledge and developing skills. These two tables are evidence of the comprehensive approach to school psychology training involved in the Ed.S. program. Successful candidates develop knowledge, develop skills, and complete the program with emerging school psychology skills across all learning outcomes and training standards.

### *Specific Artifacts for all Learning Outcomes*

Previously in this document, in Table 1, all Ed.S. learning outcomes, associated courses, level of learning, type of skill/knowledge gained (NASP graduate education domain), and the overall direct assessment (artifact) measure involved were outlined. The reader is referred to that table for a review.

### *Specific Venues & Artifacts for all Out-Of-Classroom Learning Experiences.*

The Ed.S. degree includes a 600 practicum experience during Year 3 and a 1200 hour (full-time) internship during the Year 4 of the program (the final year). These experiences are the ideal venue for collecting assessment on all learning outcomes and emerging school psychology skills. Those certificates and documentations are encouraged as optional portfolio artifacts. See Table 1 for exact timing of each assessment required as part of the program's assessment system.

### *Indirect Student Survey Feedback for all Learning Outcomes (and other feedback requested)*

Ed.S. graduate exit survey data are collected annually, in May/June following the granting of the Ed.S. degree. These surveys allow graduates to state their perceptions of their ability to meet the



four stated Learning Outcomes as well as graduate feedback/ratings on numerous other related program issues (e.g., program structure, other university services, faculty leadership, etc.). See Appendix C for a full copy of the Ed.S. student exit survey.

#### *Indirect Alumni Feedback*

Ed.S. alumni survey data are collected two years after students complete the Ed.S. program. Program learning outcomes and other related skills are evaluated. See Appendix D

#### *Indirect Employer Feedback*

Ed.S. employer survey data are collected two years after students complete the Ed.S. program. Program learning outcomes and other related skills are evaluated. See Appendix E

## V. PROCESS FOR ASSESSMENT

### *Scope and Depth of Program Assessment Cycle*

Eleven assessment measures are collected during the Ed.S. program. In addition to the notes below, they are summarized in Table 1, along with other related details.

1. **Diversity Values & Dispositions Evaluation during internship.** This rubric is completed by the intern's field-based supervisor during the final semester in the program, spring of the 4<sup>th</sup> year. See Appendix A.
2. **Field-Based Supervisor Evaluation during practicum and internship.** A formative field-based supervisor evaluation is collected during the first semester of practicum and a summative field-based supervisor evaluation is collecting during the final semester of the internship. This evaluation covers all 10 NASP Graduate Education Domains and evaluates the intern's positive impact on others. See Appendix B.
3. **University-Based Supervisor Observation Ratings.** Numerous site-visit observations are completed by both field-based and university-based supervisors during both the practicum and internship experience. The final university-based internship observation rubric is completed and collected during the spring of the fourth year. See Appendix C.
4. **Professional Work Characteristics Rating during internship.** This rubric is completed during the spring of the internship year. It addresses general work dispositions and expectations (e.g. organization, writing, timeliness, etc.). See Appendix B.
5. **Intervention Case Study Appraisal Rubric during internship.** All students complete multiple comprehensive single-student intervention cases during the practicum and internship year. The final case study is evaluated with a rubric to ensure comprehensiveness. See Appendix D.
6. **PRAXIS II exam.** This exam is a 120 question multiple-choice exam that is first taken during the spring of the 3<sup>rd</sup> year in the program, after students have completed the majority of the coursework prior to the internship. Exam content varies from administration to administration, but is designed to cover all 10 NASP Graduate Education Domains.
7. **Portfolio Assessment Rubric.** This rubric is used following Years 2 and 3 to determine appropriate progress. At the end of the internship, the candidate finalizes and submits the completed portfolio. This rubric ensures it is complete and reflects full development of knowledge and emerging skills. See Appendix E.

8. **Program Evaluation Project Report Rubric.** All candidates complete a program evaluation project during the practicum year, in an applied setting (typically in one of their practicum sites). The program evaluation project is summarized in a written report and presented as a poster to student colleagues and the faculty. [See Appendix F.](#)
9. **Ed.S. graduate exit survey** – This 32 question survey covers the program’s learning objectives, program structure, course delivery options, and other university services. Both likert scale and open-ended questions are included. [See Appendix G.](#)
10. **Ed.S. Employer Survey.** This survey is sent to current supervisors (e.g., a Special Education Director, Lead School Psychologist, or a Building Administrator) of Ed.S. graduates, two years post-graduation. [See Appendix H.](#)
11. **Ed.S. Alumni Survey.** This survey is sent to Ed.S. graduates two years post-graduation. [See Appendix I.](#)

#### *Assessment of Modes of Delivery, Locations, and Duration of Courses*

The Ed.S. graduate exit survey includes several questions related to modes of delivery, location, materials, and timing of courses. See the Exit Survey in Appendix C, questions 4 to 10. Additionally, advocacy council feedback is considered in making any changes to course structure. The Advocacy Council meets at least one time annually, in the spring, where an agenda is created and minutes kept.

#### *Accountability Structure of the Program’s Assessment Process*

The school psychology program and its learning outcomes are aligned with the strategic goals of UW-River Falls. Program assessment results will show how the program’s learning objectives connect to Distinctive Academic Excellence, Global Education and Engagement, and Innovation and Partnerships. Additionally, the program is beholden to the Graduate Education Domains and Standards for Practice required by the National Association of School Psychologists. The following roles are part of the assessment process:

- 1) School Psychology Program Director – Oversees data collection each semester from all assessment measures and artifacts, ensures assessment reports for the university and for NASP are comprehensive and accurate.
- 2) Other Program Faculty Members – As assigned, other program faculty members assist with the advocacy council process, data collection, data analysis, and assessment report writing.
- 3) Department Chair – The chair of the Department of Counseling & School Psychology communicates regularly with the School Psychology Program Director (weekly meetings and frequent other communications). Together, they ensure a comprehensive, accurate, and proper assessment process for the program.
- 4) Advocacy Council – An advocacy council – including alumni, current students, field-based supervisor representatives, and other program partners – are made aware of the program’s assessment plan and data results. General feedback is gathered annually, at scheduled meetings. Specific feedback is gathered as needed, when curriculum revision or other program changes take place.
- 5) National Association of School Psychologists Approval Board – The program director communicates with NASP approval board members to ensure a comprehensive assessment process. This may be done via attending approval meetings at national conferences, phone calls, and email exchange.

### *Steps for Reviewing, Aggregating, and Analyzing Assessment Findings*

The following specific steps are taken to ensure a comprehensive assessment process:

- 1) All direct assessment measures and artifacts are built into specific courses and syllabi, ensuring their completion.
- 2) Assessment data review is built into every program meeting agenda. Data results are discussed on an ongoing basis, when aggregated. Analysis is contextual and developmental in nature, with students expected to build on foundational knowledge, developing skills, and emerging skills during the program.
- 3) Based on assessment results, the program faculty set annual goals for curriculum revision, curriculum delivery options, and other changes to enhance the success of student learning outcomes.
- 4) Data are aggregated into separate cohort data tables in a password protected Excel spreadsheet. Learning Outcome data on assessments have been collected and aggregated since at least 2008 and, for some of the assessments, since 2006. Data are stored electronically on a university network drive, where they are accessed by the program director, faculty, and department associate. New data are added each semester. Analysis and interpretation of the data occurs annually for the university and periodically for the UW system program audit and review and for the NASP national approval processes. The results of these analyses guide program enhancement and growth. Program progress is discussed regularly and actions steps are addressed during bi-monthly program faculty meetings.

### *Process for Maintaining Data and Documenting Actions Across the Assessment Cycle*

- 1) Assessment data are pulled from course platform sites (e.g., D2L, Canvas) and transferred to the program's network drive and summarized in a single password protected spreadsheet for data aggregation purposes. The spreadsheet is saved on the program's network drive and backed up on a flashdrive maintained by the program director.
- 2) The spreadsheet is updated each semester, after new data are entered. Trends are monitored informally in between formal assessment requirements.
- 3) An informal summary of some assessment results (e.g., employer survey data) are often communicated annually to the Department Chair, the College Dean, and the University Chancellor.
- 4) Formal assessment results are completed on the schedules required for PP-PAR at UWRF and for the National Association of School Psychologists accreditation process.
- 5) Action steps are noted on program meeting agenda minutes. Ongoing planning and action are noted in "old business" or "new business" on program meeting agendas. Program meeting agendas and minutes are saved on the program's UWRF network drive and date back numerous years.

### *How Changes will be Implemented & Documented*

As previously noted, assessment data review is built into every program meeting agenda. Data results are discussed on an ongoing basis, when aggregated/as completed. The program faculty, in collaboration with the department chair, determines necessary action steps collaboratively, based on assessment data findings. Ongoing planning and action are noted in "old business" or "new business" on program meeting agendas. Additionally, a program goal and action step planning sheet template is included in Appendix J. This planning sheet is included in each program meeting agenda (starting Fall 2018), and updated as needed. Action steps are noted on program meeting agenda minutes and stored on the program's network drive. Program meeting agendas and minutes date back numerous years.

*Where Assessment Results and Actions Taken can be Obtained by Internal & External Stakeholders*

Data results are communicated to faculty, current students, alumni and the program's advisory council. All assessment results are posted on the program's network T: drive. Additional electronic posting of the data occurs annually on the program's webpage (<https://www.uwrf.edu/CSP/SchoolPsychology/Index.cfm>). Notification of National Approval (NASP) has been communicated to program alumni and current students via email, Facebook, and on the program's bulletin board in the Wyman Education Building. Specific assessment strengths and areas for growth are provided to the program's advisory council and available to others upon request. All assessment rubrics are available for student and public review on the program's (<https://www.uwrf.edu/CSP/SchoolPsychology/Index.cfm>). These rubrics include clear rating procedures and benchmarks indicating passing levels and/or varied skill levels (e.g., needs improvement, emerging, proficient). Hyperlinks to specific assessment rubrics for the learning outcomes discussed in this document have been provided on page three of this document. When hard copy documentation is used, actual student artifacts are stored in a current student and alumni file cabinet in the Wyman Education Building, Office 257, and in an archive storage room on the ground floor of the Wyman Building at UW-River Falls. In many cases, data are stored electronically, on the program's network drive.

*Additional Details (e.g., links to program mission, assessment rubrics, etc.)*

The school psychology program's mission, vision, and program objectives can be found in the student handbook: <https://www.uwrf.edu/CSP/SchoolPsychology/upload/UWRF-School-Psychology-Student-Handbook-2018-19-v1-0-2.pdf>

The program's value statement concerning diversity: <https://www.uwrf.edu/CSP/Values-Statement-Addressing-Diversity.cfm>

The program's "Candidate Assessment System," with links to all rubrics used to assess student progress in the M.S.E. and the Ed.S. programs can be found here: <https://www.uwrf.edu/CSP/SchoolPsychologyStudentAssessment.cfm>

A summary of program student leadership and out-of-the-classroom experiences can be found here: <https://www.uwrf.edu/CSP/Leadership-Opportunities-for-Students.cfm>

#### *External Accreditation & Standards*

The UW-RF School Psychology Program has been accredited fully by the National Association of School Psychologists since 2013. A listing of Ed.S. courses and how they are connected to the 10 NASP Graduate Education Domains is included in Table 2.

## Appendix A

### UW-RF School Psychology Training Program Diversity Values and Dispositions Evaluation

**Candidate:** \_\_\_\_\_

**Rater:** \_\_\_\_\_

**Year in Program:** 1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup> (Practicum) or 4<sup>th</sup> (Intern)

**Date:** \_\_\_\_\_

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#### **RATING INSTRUCTIONS:**

Please rate the candidate on each item using the scale below. Comments on any particular strength or challenging characteristic may be written in the box at the end of the rubric.

**Please, note:** all practicum and internship candidates should be rated on ALL items (i.e., do not use NA for practicum and intern level students).

#### **RATING SCALE:**

Rate the candidate's diversity values and dispositions with this scale:

- 1: This value/disposition is a significant challenge; significant development needed
- 2: Minimal development for this value or disposition
- 3: Average value or disposition
- 4: Developing or emerging value or disposition; nearing proficiency
- 5: Proficient; candidate demonstrates highly developed value or disposition

#### **Being Respectful**

- |   |                           |
|---|---------------------------|
| Valuing other's experiences, contributions, and expertise | 1.....2.....3.....4.....5 |
| Valuing diversity and cultural differences, in general    | 1.....2.....3.....4.....5 |
| Listening   | 1.....2.....3.....4.....5 |
| Empathizing   | 1.....2.....3.....4.....5 |
| Engaged in active learning                                | 1.....2.....3.....4.....5 |
| Thinking of others and our impact on others               | 1.....2.....3.....4.....5 |

#### **Being Inclusive**

- |  |                           |
|--|---------------------------|
| Demonstrating a willingness and desire to relate to and to work with all people (e.g., students, parents, teachers, community members) | 1.....2.....3.....4.....5 |
| Considering others (e.g., when making decisions)   | 1.....2.....3.....4.....5 |
| Including people in the process of learning, research, service, etc.   | 1.....2.....3.....4.....5 |

Willing to challenge one's own beliefs that classify a group of persons as pejorative in some way 1.....2.....3.....4.....5

**Being Collaborative and Cooperative**

Working cooperatively and effectively with others 1.....2.....3.....4.....5

Being responsive to others 1.....2.....3.....4.....5

Demonstrating an interest and ability to learn from others about their experiences of culture and diversity 1.....2.....3.....4.....5

Engaging in dialogues, rather than debates, regarding multiculturalism and diversity issues 1.....2.....3.....4.....5

Working together, to understand one another 1.....2.....3.....4.....5

**Being Open**

Being open to new ideas and learning in general 1.....2.....3.....4.....5

Engaging in perspective-taking 1.....2.....3.....4.....5

Demonstrating flexibility 1.....2.....3.....4.....5

Being receptive and responsive to feedback 1.....2.....3.....4.....5

Seeking help in understanding others, when needed 1.....2.....3.....4.....5

Taking risks to promote professional growth/development 1.....2.....3.....4.....5

Engaging in self-disclosure that is relevant to professional effectiveness 1.....2.....3.....4.....5

**Being Inquisitive**

Showing interest and a curiosity about people and their diverse cultural life experiences 1.....2.....3.....4.....5

Seeking additional knowledge and experiences related to diversity and multicultural issues 1.....2.....3.....4.....5

Demonstrating a desire to learn about others 1.....2.....3.....4.....5

Scientifically-minded (applying ethical/professional standards and scientific findings) to diversity/multicultural issues 1.....2.....3.....4.....5

**Self-aware and Introspective**

Awareness of personal and professional strengths 1.....2.....3.....4.....5

Awareness of personal and professional areas of growth 1.....2.....3.....4.....5

Demonstrating an awareness of one's biases/prejudices

and ignorance 1.....2.....3.....4.....5

Reflecting on one's impact on others and the tasks at hand 1.....2.....3.....4.....5

Reflecting on how one is affected by others 1.....2.....3.....4.....5

Engaging in critical thinking (e.g., different perspectives) 1.....2.....3.....4.....5

Evaluating one's feelings, decisions, actions, and how one relates to others 1.....2.....3.....4.....5

**Culturally-Aware**

Learning about, understanding, and accepting people from a variety of diverse and cultural backgrounds 1.....2.....3.....4.....5

Providing culturally-relevant services to people based on theoretical and research knowledge 1.....2.....3.....4.....5

Being aware of how one's own cultural background may impact her or his assessment practices, consultation interactions, or interventions with persons from diverse backgrounds 1.....2.....3.....4.....5

Being aware of how different cultures view what is normal, acceptable, and okay 1.....2.....3.....4.....5

Understanding the process and interpersonal dynamics necessary to be effective with persons from diverse backgrounds 1.....2.....3.....4.....5

Demonstrating an interest in and a commitment to conducting or consuming research on multicultural and diversity issues 1.....2.....3.....4.....5

**Socially-Just**

Engaging in active support and advocacy to promote equality and justice for underserved, oppressed, and/or marginalized groups of people 1.....2.....3.....4.....5

Committed to service and community efforts for diverse populations 1.....2.....3.....4.....5

Aware of power and privilege dynamics on various levels 1.....2.....3.....4.....5

Actively addressing institutional barriers 1.....2.....3.....4.....5

**Professional Growth and Improvement**

Demonstrating a desire to learn and improve one's knowledge base, research, and service skills 1.....2.....3.....4.....5



Seeking actively feedback regarding one's performance 1.....2.....3.....4.....5

Willingness to abandon nonproductive strategies in an attempt to self-correct 1.....2.....3.....4.....5

Applying the ethical and professional standards of the profession to one' work 1.....2.....3.....4.....5

Applying scientific findings to professional work 1.....2.....3.....4.....5

*Comments/Recommendations:*

\* Permission to use and to adapt this measure was granted by the primary author,  
Dr. Kathleen Bieschke. (March 2008)

## Appendix B

### University of Wisconsin – River Falls School Psychology Program Intern Evaluation of Knowledge & Emerging Skills

School Psychology Intern: \_\_\_\_\_ Check One: \_\_\_FORMATIVE \_\_\_SUMMATIVE

Supervisor completing this evaluation: \_\_\_\_\_ Date: \_\_\_\_\_

#### **RATING INSTRUCTIONS:**

Please, evaluate the intern's knowledge and skill development by circling the appropriate rating next to each question on the following pages. Item content is based on the 2010 NASP standards for graduate education of school psychologists (see: [http://www.nasponline.org/standards/2010standards/1\\_Graduate\\_Preparation.pdf](http://www.nasponline.org/standards/2010standards/1_Graduate_Preparation.pdf) for additional details).

Use the scale provided while considering the intern's *progress relative to expectations for a graduating intern level school psychologist*. **Please, note:** The intern should be rated on ALL items (i.e., do not indicate "NA"). If you are unsure about the intern's progress on an item, please discuss the item content with others who may know.

#### **PROVIDING FEEDBACK:**

Feedback to the candidate should be provided about her or his development relative to graduating intern expectations. Written comments on any particular strength or challenging characteristic may be included in the box at the end of this form. Please, communicate with other supervisors about the intern's progress, as needed.

#### **PASSING CRITERIA:**

The Intern Evaluation of Knowledge & Skills appraisal rubric has 165 total points. Passing levels are as follows:

<i>Semester</i>	<i>Item Passing Level</i>	<i>TOTAL rubric passing level</i>
Fall - Formative	Minimum rating of 2	60% (100+)
Spring -Summative	Minimum rating of 3	80% (132+)

Ratings of 2 (minimal) and 3 (average) are normative at the beginning of the internship, with growth expected thereafter. At the time of the formative evaluation and beyond, a non-passing level TOTAL score may necessitate the development of a "Professional Growth Plan" (see Appendix Y of the Program Handbook) or other new goals for the candidate. Individual items that are not passed should be discussed and should guide new goal setting.

**RATING SCALE:**

- 1:** The intern has been significantly challenged by a lack of knowledge or skill in this area  
**2:** Some knowledge or skill development  
**3:** Average knowledge or skill development  
**4:** Emerging knowledge or skill; nearing proficiency  
**5:** Proficient; the intern has demonstrated highly developed knowledge or skill; similar to other school psychology internship completers.

**The intern...****1) DATA-BASED DECISION MAKING AND ACCOUNTABILITY**

1) Is knowledgeable of various models and methods of assessment for identifying strengths and needs	1 2 3 4 5
2) Is knowledgeable of various models and methods of assessment for measuring progress and outcomes of services	1 2 3 4 5
3) Effectively applies data results to design, implementation and evaluation of response to services	1 2 3 4 5
<b>DOMAIN TOTAL =</b>	

**2) CONSULTATION AND COLLABORATION**

4) Is knowledgeable of varied methods of consultation, collaboration, and communication	1 2 3 4 5
5) Communicates opinions and data to all appropriate parties in a supportive, problem-solving fashion.	1 2 3 4 5
6) Demonstrates effective consultation and collaboration skills during design, implementation, and evaluation of services and programs	1 2 3 4 5
<b>DOMAIN TOTAL =</b>	

**3) INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC SKILLS**

7) Is knowledgeable about biological influences on academic skills and instructional strategies	1 2 3 4 5
8) Is knowledgeable about cultural and social influences on academic skills and instructional strategies	1 2 3 4 5
9) Demonstrates skills to implement and evaluate services that support cognitive and academic skills	1 2 3 4 5
<b>DOMAIN TOTAL =</b>	

**4) INTERVENTIONS AND MENTAL HEALTH SERVICES TO DEVELOP SOCIAL AND LIFE SKILLS**

10) Is knowledgeable about biological, cultural, developmental, and social influences on behavior and mental health	1 2 3 4 5
11) Is knowledgeable about behavioral and emotional impacts on learning and life skills	1 2 3 4 5
12) Demonstrates skills to implement and evaluate evidence-based strategies to promote social-emotional functioning and mental health	1 2 3 4 5
<b>DOMAIN TOTAL =</b>	

**5) SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING**

13) Is knowledgeable about school and systems structure, organization, and theory	1 2 3 4 5
14) Is knowledgeable about general and special education, technology Resources, and evidence-based school practices	1 2 3 4 5
15) Demonstrates skills to develop and implement practices that create and maintain effective and supportive learning environments for children and others	1 2 3 4 5
<b>DOMAIN TOTAL =</b>	

**6) PREVENTIVE AND RESPONSIVE SERVICES**

16) Is knowledgeable of principles and research related to resilience and risk factors in learning and mental health	1 2 3 4 5
17) Is knowledgeable of multi-tiered prevention and evidence-based strategies	1 2 3 4 5

18) Demonstrates skills to promote services that enhance mental health, safety, physical well-being, and effective crisis preparation, response, and recovery	1 2 3 4 5
<b>DOMAIN TOTAL =</b>	

**7) FAMILY-SCHOOL COLLABORATION SERVICES**

19) Is knowledgeable of principles and research related to family systems, strengths, needs and culture	1 2 3 4 5
20) Is knowledgeable of evidence-based strategies to support family influences on children’s learning, socialization, and mental health	1 2 3 4 5
21) Demonstrates skills to design, implement, and evaluate services that facilitate family and school partnerships	1 2 3 4 5
<b>DOMAIN TOTAL =</b>	

**8) DIVERSITY IN DEVELOPMENT AND LEARNING**

22) Is knowledgeable of individual differences, abilities, disabilities, and other diverse characteristics	1 2 3 4 5
23) Is knowledgeable of research related to diversity factors for children, families, and schools, including factors related to culture and individual and role differences	1 2 3 4 5
24) Demonstrates skills that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds	1 2 3 4 5
<b>DOMAIN TOTAL =</b>	

**9) RESEARCH AND PROGRAM EVALUATION**

25) Is knowledgeable of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods	1 2 3 4 5
26) Uses various technology resources for data collection, measurement, and analysis of problems to support effective practices	1 2 3 4 5
27) Demonstrates skills to evaluate and apply research as a foundation for service delivery	1 2 3 4 5
<b>DOMAIN TOTAL =</b>	

**10) LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE**

28) Is knowledgeable of the history and foundations of school psychology and multiple service models and methods	1 2 3 4 5
29) Is knowledgeable of the ethical, legal, and professional standards, and other factors related to professional identity and effective practice	1 2 3 4 5
30) Demonstrates skills related to providing services consistent with ethical, legal, and professional standards	1 2 3 4 5
<b>DOMAIN TOTAL =</b>	

**OVERALL POSITIVE IMPACT ON YOUTH, SCHOOLS, AND OTHER CONSUMERS**

31) Has contributed to improving student academic learning or social, emotional, or behavioral well-being	1 2 3 4 5
32) Has contributed to the success of other educators through consultation & collaboration	1 2 3 4 5
33) Has contributed to parent knowledge, skill, and/or satisfaction with their child’s education	1 2 3 4 5
<b>SECTION TOTAL =</b>	

**Evaluation Rating TOTAL Score: \_\_\_\_\_**  
**Item content that needs development:**

**Additional Comments:**

We have reviewed this evaluation together and have discussed steps to continue progress toward goals. Items that are not rated at a passing level are being used to help develop additional internship goals as needed.

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Supervisor Signature/Date

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Intern Signature/Date

## Appendix C

### UW-RF School Psychology Training Program Intern Observation: Performance-Based Rubric (TEAMING & COLLABORATION)

Intern name & observation site: \_\_\_\_\_

Description of activity observed: \_\_\_\_\_

Observer name and date: \_\_\_\_\_ Observation # (circle one): **1 2 3**

Category	4	3	2	1	Level
<b>Interpersonal skills and communication</b>	Routinely demonstrated effective interpersonal skills (e.g., strong listening, patience, and respect). Communicated information very clearly and enthusiastically. Showed dedicated interest in audience understanding.	Usually demonstrated effective interpersonal skills (e.g., strong listening, patience, and respect). Information usually explained and followed up upon effectively.	Sometimes demonstrated effective interpersonal skills (e.g., listening, patience, and respect). Was able to communicate information adequately, but at a basic level.	Rarely demonstrated effective interpersonal skills (e.g., strong listening, patience, and respect). Struggled to communicate information effectively.	
<b>General problem-solving collaboration</b>	Routinely solicited and helped synthesize information from others. Interjected own ideas assertively without being domineering. Demonstrated clear preference for win-win strategies and positive approaches to problem solving.	Usually demonstrated ability to interject own ideas and synthesize information from others. Not yet viewed as a clear problem-solving leader, but shows strong foundational skills.	Sometimes used information provided by others in team. Was sometimes able to collaborate effectively, but sometimes too passive or aggressive with own ideas.	Rarely utilized information from other group members during decision making. Was excessively passive or aggressive with own ideas.	
<b>Intervention enhancement</b>	A clear leader in helping develop appropriate goals and interventions. Demonstrated excellent awareness of varied interventions or instructional methodologies.	Demonstrated helpful awareness and effort in assisting development of goals and interventions.	Provided some help in developing goals and interventions. Ideas were somewhat helpful, but viewed as basic.	Rarely or did not help develop goals or interventions. Did not recognize the need to link data to interventions or modifications.	
<b>Diversity values and dispositions</b>	Routinely was respectful (valuing other perspectives, listening actively, exhibiting empathy, pacing the meeting), inclusive (thinking of others), open, collaborative, and cooperative. Adapted practice effectively and appropriately as necessary to meet the needs of others.	Often was respectful (valuing other perspectives, listening actively, exhibiting empathy, pacing the meeting), inclusive (thinking of others), open, collaborative, and cooperative. Adapted practice adequately as necessary to meet the needs of others.	Sometimes was respectful (valuing other perspectives, listening actively, exhibiting empathy, pacing the meeting), inclusive (thinking of others), open, collaborative, and cooperative. Showed some effort to adapt practice to meet the needs of others.	Did not present as being respectful (valuing other perspectives, listening actively, exhibiting empathy, pacing the meeting), inclusive (thinking of others), open, collaborative, and cooperative. Did not adapt practice to meet the needs of others.	
<b>Data-based decision-making</b>	Collected valuable data for understanding problems. Utilized multiple tools and techniques (as needed) in gathering the data. Recognized as a clear leader in data collection, interpretation, and data-based decision making.	Collected acceptable data for understanding problems. Chosen tools and techniques were sufficient, and data provided to team was valuable in decision making.	Collected adequate data for understanding problems, with room for improved variability. Showed some effort to connect data to interventions.	Collected data were incomplete or inappropriate for the presenting problem. Did not effectively connect data to interventions or goals.	
<b>Professional, legal, and ethical responsibility</b>	Clear and effective adherence to due process guidelines in all decisions affecting students. Maintained high ethical standards.	Adhered to due process guidelines in most decisions affecting students. Maintained acceptable ethical standards.	Adhered to due process guidelines in most decisions affecting students. Ethical standards were adequate.	Neglected or failed to recognize some due process guidelines. And/or did not address ethical issues appropriately.	
<b>TOTAL</b>					

**Additional observation notes:**

Strengths:

  
  
  
  
  
  
  
  
  
  

Areas for growth:

The completed rubric was reviewed and discussed with me and I had an opportunity to have my questions answered about the evaluation of my performance through this observation.

\_\_\_\_\_  
Intern signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor signature

\_\_\_\_\_  
Date

**Rubric total guide:**

<b>22 – 24</b>	Outstanding skill, knowledge, and effort observed. Level is similar to an independent, well-respected, and highly-motivated licensed school psychologist.
<b>18 – 21</b>	Adequate skill, knowledge, and effort observed. Strong foundational skills in place. Level is similar to an effective and independent intern-level school psychologist.
<b>15 – 17</b>	Average skill, knowledge, and/or effort observed. Some strengths noted. Some areas will require significant development to ensure independent practice.

## Appendix D

### UW-RF School Psychology Training Program **INTERNSHIP** Intervention Case Study Appraisal Rubric

**Candidate:** \_\_\_\_\_

**Rater:** \_\_\_\_\_

**Year in Program:** 3<sup>rd</sup> (Practicum) or 4<sup>th</sup> (Intern)

**Date:** \_\_\_\_\_

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#### **RATING INSTRUCTIONS:**

While passing levels will vary by year in the program (see table below), all ratings should be assigned with the expectations of a graduating intern in mind. Feedback to the candidate should be provided about her or his intervention skills/awareness relative to graduating intern expectations. A non-passing level TOTAL score may necessitate the development of a “Professional Growth Plan” (see Appendix Y of the Program Handbook) or other new goals for the candidate.

The Intervention Case Study rubric has 61 total points. **INTERNS must pass the intervention at a level of 85% or higher (52 out of 61 or better).**

Please rate the candidate on each item using the scale below. Comments on any particular strength or challenging characteristic may be written in the box at the end of the rubric.

#### **RATING SCALE:**

**1:** This intervention component is not clearly included or minimally described

**2 or 3:** This intervention component is adequately described or comprehensively described (assignment of 2 or 3 will depend on maximum item score – varies by item).



<b>Section 1: Problem Identification</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>LEVEL</b>
<b>1.1</b>	A summary of intervention implementation drivers is included (i.e., the development or lack thereof of underlying organizational, leadership, and competency factors in the school system).	The issue of implementation drivers is mentioned, but only minimal elaboration is included.	A summary of intervention implementation drivers is NOT included.	
<b>1.2</b>	Student's behavior is defined in the context of appropriate grade and/or peer expectations	The student's behavior is operationally defined.	The student's behavior is identified by not operationally defined.	
<b>1.3</b>		The problem is collaboratively defined.	The problem is not collaboratively defined.	
<b>1.4</b>	The discrepancy between current and desired level of performance is explained.	The behavior is operationally defined or quantified in terms of both current and desired level of performance	The behavior is not operationally defined in terms of both current and desired levels of performance.	
<b>1.5</b>	Baseline includes the student behavior and peer/grade norms and expectations with computed trend lines.	A baseline for the student is established using sufficient data.	A baseline for the student behavior is not established or has insufficient data.	
<b>1.6</b>		The student behavior is identified as a skill deficit or a performance deficit.	The student behavior is not identified as a skill or performance deficit.	
<b>1.7</b>	Parents/guardians and a multi-disciplinary intervention team participated in this intervention. Teaming best practices (or lack thereof) are summarized (i.e., nature of leadership, roles, purpose, etc.)	Parents/guardians and teachers are involved in the problem-identification process.	Parents/guardians and teachers are not involved in the problem-identification process.	
<b>TOTAL</b>				

<b>Section 2: Problem Analysis</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>LEVEL</b>
<b>2.1</b>	Hypotheses are generated through collaboration with teacher and/or parents.	One or more hypotheses are developed to identify the functions that the behavior serves and/or the conditions under which the behavior is occurring (two or more of the following factors: child factors, curriculum, peers, teacher, classroom, home.)	Hypotheses are not developed or are developed in only one area and/or hypotheses are not measurable.	
<b>2.2</b>	There are multiple sources of data that converge on each proposed hypothesis.	There is evidence that appropriate data are collected to confirm or reject the proposed hypotheses. Appropriate data include one or more of the following: record review, interview, observation, testing, self-report.	Appropriate data are not collected to confirm or reject the hypotheses.	
<b>2.3</b>		Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural).	Hypotheses do not reflect an awareness of issues related to diversity.	
<b>TOTAL</b>				

<b>Section 3: Intervention</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>LEVEL</b>
<b>3.1</b>		Intervention is linked to observable, measurable goal statement(s).	Intervention is not linked to observable, measurable goal statement(s).	
<b>3.2</b>		Intervention selection is based on data from problem analysis and hypothesis testing.	Intervention selection is not based on data from problem analysis and hypothesis testing.	
<b>3.3</b>		Intervention is evidence-based (e.g., research literature, functional analysis, single case design analysis).	Intervention is not evidence-based, but summary of anecdotal or other reasons for using is included.	
<b>3.4</b>		Intervention is developed collaboratively.	Intervention is not developed collaboratively.	
<b>3.5</b>		Intervention reflects sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is verified.	Intervention does not reflect sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is not verified.	
<b>3.6</b>		Logistics of setting, time, resources, and personnel are included in the intervention plan.	Logistics of setting, time, resources and personnel are not included in the intervention plan.	
<b>3.7</b>		Intervention selection considers unintended outcomes or limitations.	Intervention selection does not consider unintended outcomes or limitations.	
<b>3.8</b>		Intervention is monitored and data are provided to ensure that it was implemented as designed (Intervention Integrity). Any deliberate intervention adaptations or “intervention drift” is summarized.	Intervention Integrity is not monitored or, even if monitored, insufficient data are included.	
<i>Comments/Recommendations:</i>				
<b>TOTAL</b>				

<b>Section 4: Evaluation</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>LEVEL</b>
<b>4.1</b>	Charting includes student performance trend lines and/or goal lines.	Progress monitoring data are demonstrated on a chart.	Progress monitoring data are not demonstrated on a chart.	
<b>4.2</b>	An AB design (single-case design) format was used. An Effect Size (NAES) or Percentage of Non-Overlapping Data (PND) is included and shows large or moderately significant growth between the baseline and intervention phases.	An AB design (single-case design) format was used. An Effect Size (NAES) or Percentage of Non-Overlapping Data (PND) is included and shows a small level of growth between the baseline and intervention phases. The trendline may be showing good progress, but significance is not well-established.	The data showed no effect of the intervention with the AB design (the NAES or PND showed no effect or no data analysis was included).	
<b>4.3</b>	Responses to Intervention data are used to inform problem-solving and decision making. Single-case design was specified.	Data are used to inform further problem solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention).	Data are not used to inform further problem-solving and decision making.	
<b>4.4</b>	Strategies for transfer/generalizing outcomes to other settings are documented as effective.	Strategies for transfer/generalizing outcomes to other settings are addressed.	Strategies for transfer/generalizing outcomes to other settings are not addressed.	
<b>4.5</b>	Modifications for future interventions are considered based upon collaborative examination of effective data.	Effectiveness of intervention is shared through collaboration with parents, teachers, and other personnel.	Effectiveness of intervention is not shared or communicated.	
<b>4.6</b>	Strategies for follow-up are developed and implemented.	Suggestions for follow-up are developed (e.g., continued progress monitoring, transition planning).	Suggestions for follow-up are not developed.	
<b>TOTAL</b>				

<b>CASE STUDY OVERALL RATING</b>	
<b>Section 1 TOTAL</b>	___/19
<b>Section 2 TOTAL</b>	___/8
<b>Section 3 TOTAL</b>	___/16
<b>Section 4 TOTAL</b>	___/18
<b>RUBRIC TOTAL</b>	___/61 P or F
<b>Intervention Integrity Rating</b> (separate form) (must be at least 80%)	___%
<b>Effect Size or Percent of Non-Overlapping Data</b> (data charts and numerical evidence must be included)	___

**Appendix E**  
Portfolio Assessment Rubric

**UNIVERSITY OF WISCONSIN** **River Falls**  
**School Psychology Program**  
**Programmatic Portfolio Appraisal Rubric**

Candidate Name: \_\_\_\_\_ Year completed: **2 3 4**

Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_

**PORTFOLIO EVALUATION CYCLE:**

The portfolio will be evaluated at the completion of the master’s degree year (2<sup>nd</sup>), the practicum year (3<sup>rd</sup>) and the internship year (4<sup>th</sup>). Portfolios must meet expected passing levels each time. Passing levels vary by year in program, as follows:

	<i>Domain Passing Level</i>	<i>TOTAL portfolio passing level</i>
<i>End of M.S.E., Year 2</i>	<b>50% (2+)</b>	<b>50% (20+)</b>
<i>End of Practicum, Year 3</i>	<b>75% (3+)</b>	<b>75% (30+)</b>
<i>End of Ed.S., Year 4</i>	<b>100% (4)</b>	<b>100% (40)</b>

**RATING INSTRUCTIONS:**

While passing levels will vary by year in the program, all ratings should be assigned with the expectations of the final intern portfolio in mind. Feedback should then be provided about the development of the current candidate portfolio relative to final portfolio expectations. Each NASP domain includes four total points. The total portfolio includes 40 total points. Reviewer ratings of these NASP domains also reflect perceptions of the Wisconsin DPI Pupil Services Standards, as demonstrated in the portfolio “NASP Domains by DPI Standard Matrix” (see [www.uwrf.edu/csp](http://www.uwrf.edu/csp)).

**EVIDENCE OF EMERGING KNOWLEDGE AND SKILLS:**

A standard set of required artifacts must be included in the programmatic portfolio. This set of artifacts reflects evidence (i.e., clear data) of the candidate’s *competency* in one or more of the NASP graduate education domains. Additionally, the candidate’s reflection statement must also show evidence of emerging knowledge and skills yet recognition of needs for growth. Together, the artifacts and the reflection statement will be used by reviewers to evaluate Domain Knowledge and Emerging Skills, with the system on the following page.

## Appendix A (Portfolio Assessment Rubric), continued

### PORTFOLIO STATEMENTS RATING SCALE:

Rate the strength of the candidate's knowledge and emerging skills on the following scales.

- 1: Knowledge and emerging skills are below expectations at this time
- 2: Adequate knowledge and emerging skill at this time
- 3: Developed knowledge and emerging skills; nearing final expected levels for a program graduate
- 4: Proficient knowledge and emerging skills; at expected levels for a program graduate

<b>NASP School Psychology Training Domains</b>	<i>Domain Knowledge and Emerging Skills</i>	<i>Pass or Fail</i>
<i>(NASP #1) Data-based Decision-Making &amp; Accountability</i>	<b>1 2 3 4</b>	
<i>(NASP #2) Consultation and Collaboration</i>	<b>1 2 3 4</b>	
<i>(NASP #3) Interventions &amp; Instructional Support to Develop Academic Skills</i>	<b>1 2 3 4</b>	
<i>(NASP #4) Interventions &amp; Mental Health Services to Develop Social and Life Skills</i>	<b>1 2 3 4</b>	
<i>(NASP #5) School-Wide Practices to Promote Learning</i>	<b>1 2 3 4</b>	
<i>(NASP #6) Preventive &amp; Responsive Services</i>	<b>1 2 3 4</b>	
<i>(NASP #7) Family-School Collaboration Services</i>	<b>1 2 3 4</b>	
<i>(NASP #8) Diversity &amp; Development in Learning</i>	<b>1 2 3 4</b>	
<i>(NASP #9) Research and Program Evaluation</i>	<b>1 2 3 4</b>	
<i>(NASP #10) Legal, Ethical, &amp; Professional Practice</i>	<b>1 2 3 4</b>	
<b>COLUMN TOTAL (40 possible points)</b>		

### REVIEWER COMMENTS:

**RE: Artifacts:**

**RE: Reflection Statement:**

---

Portfolio Reviewer Signature

Date

Appendix F  
**UNIVERSITY OF WISCONSIN**

# River Falls

SPSY 798 Independent Research  
**Final Program Evaluation Report**  
 (25 points)

Student(s) name(s): \_\_\_\_\_  
 Advisor/Evaluator: \_\_\_\_\_

Criteria	Potential	Earned
The paper included about 10 reader-friendly pages of narrative. It was completed in APA style 6 <sup>th</sup> edition (title page, reference section, double-spacing, proper table style, appendices as needed).	2	
General writing mechanics and style were professional and at the level of a developing graduate student. For full credit in this area, spelling, punctuation, grammar, vocabulary, sentence structure, and general flow of the paper must be evaluated as very strong (i.e., no more than a few minor issues).	3	
<b>An Introduction</b> was included. The intro included a brief review of key/core/critical related literature. It provided evidence for the need for and purpose of the current study. Specific research questions were included and sensible given the state of the literature. Specific objectives, following the Objectives-Based approach were stated.	2	
A <b>Method</b> section was included. It included concise, yet sufficiently detailed summary about the project participants, materials used, and all steps or procedures. Data collection procedures were all summarized adequately.	3	
<b>Results and Conclusions</b> sections were included. Key findings were included and triangulation of themes/trends were noted (and any inconsistencies). Implications for educators in the district were stated.	15	
<b>TOTAL</b>	<b>25</b>	

**Comments:**

This performance-based assessment contributes to your ability to meet NASP Training & Practice Domain # 9 and WI DPI Pupil Service Standard #3. This rubric must be saved electronically and included in your programmatic portfolio as an artifact reflection your skills/knowledge on those domains.

## Appendix G

### Ed.S. Graduate Exit Survey

Please respond to the following questions with your perceptions of your experience of the UW-River Falls School Ed.S. degree (first two years in the program). It is expected this will take about 5 minutes to complete. Thank you!

- 1) Overall, the UWRF school psychology Master's program
  - Exceeded my expectations
  - Met my expectations
  - Was somewhat below my expectations
  - Was far below my expectations
  
- 2) Now that I have completed my Ed.S. degree, I feel prepared with a foundation for beginning a career in school psychology.
  - Very much so
  - Mostly
  - Somewhat
  - Very little
  
- 3) If I were starting a graduate program in school psychology again I would apply to UWRF.
  - Yes
  - No
  
- 4) As a whole, the timing of Ed.S. courses met my needs (e.g., time of day, terms offered, part-time course sequence)
  - Very much so
  - Mostly
  - Somewhat
  - Very little
  
- 5) Regarding class meetings on the main UWRF campus, I would have preferred to:
  - Have more courses there
  - The number of courses there was about right for me
  - Have fewer courses there
  - Have no courses there

6) Regarding class meetings at the Hudson Center, I would have preferred to:

- Have more courses there
- The number of courses there was about right for me
- Have fewer courses there
- Have no courses there

7) Regarding on-line or web-based work associated with program courses, I would have preferred:

- More on-line work
- The amount of on-line work was about right for me
- Less on-line work
- No on-line work

8) As a whole, the Ed.S. courses addressed critical knowledge and skills necessary for practice as a school psychologist

- Almost Always
- Often
- Sometimes
- Never

9) As a whole, the program materials required for Ed.S. courses (e.g., textbooks, journal articles, technology) helped facilitate learning.

- Almost Always
- Often
- Sometimes
- Never

10) Comments about my perceptions of the overall program structure:

11) The library services (e.g., access to needed resources, librarian support) were:

- Very Good
- Good
- Fair
- Poor
-



12) The bookstore services were

- Very good
- Good
- Fair
- Poor

13) The financial assistance support was

- Very good
- Good
- Fair
- Poor
- NA

14) The admissions process was

- Very good
- Good
- Fair
- Poor

15) The career services support was

- Very good
- Good
- Fair
- Poor

16) My experience with parking on the main campus was

- Very good
- Good
- Fair
- Poor

17) Comments on your perceptions of your experiences with non-program university services:

18) I have been encouraged by program faculty members to get involved in professional opportunities beyond the classroom (e.g., leadership activities, conference attendance, school psychology awareness week activities).

- Almost Always
- Often
- Sometimes
- Never

19) As a whole, program faculty members have encouraged and promoted multiple academic and theoretical perspectives

- Almost Always
- Often
- Sometimes
- Never

20) As a whole, program faculty members have encouraged and promoted diversity, inclusion, and social justice in the program

- Almost Always
- Often
- Sometimes
- Never

21) As a whole, program faculty members held high expectations for my overall academic performance.

- Almost Always
- Often
- Sometimes
- Never

22) As a whole, program faculty members were prepared for teaching the Ed.S. courses.

- Almost Always
- Often
- Sometimes
- Never

23) As a whole, the professional involvement and connectedness of the program faculty members enriched my learning (e.g., with NASP, WSPA, MSPA, MDE, PREPaRE)

- Almost Always
- Often
- Sometimes
- Never

24) As a whole, program faculty members treated me with respect.

- Almost Always
- Often
- Sometimes
- Never

25) As a whole, program faculty members served as positive role models for program students.

- Almost Always
- Often
- Sometimes
- Never

26) As a whole, program faculty members offered useful feedback on my class performance.

- Almost Always
- Often
- Sometimes
- Never

27) Comments about my perceptions of my experiences with program faculty members:

The following statements reflect specific program learning outcomes and objectives. Having experienced the Ed.S. program in its entirety, please choose the option that best reflects your preparation.

28) I feel prepared to engage in culturally responsive school psychology practices

- Strongly Agree
- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- Disagree Strongly

29) I feel prepared to collaborate successfully with a variety of individuals (e.g., with teachers, administrators, parents, other educators).

- Strongly Agree
- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- Disagree Strongly

30) I feel prepared to engage in skills that contribute to a positive impact on the students, parents, teachers, and others who are served.

- Strongly Agree
- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- Disagree Strongly

31) I feel prepared to engage in practices aligned with the training domains of the National Association of School Psychologists (NASP) and the Wisconsin Department of Public Instruction (DPI).

- Strongly Agree
- Agree
- Slightly Agree
- Slightly Disagree
- Disagree
- Disagree Strongly

32) Comments about your perceptions of your ability to meet program learning outcomes:



	1	2	3	4	5	× NA
research to guide practice)						
Ability to assist with school-wide prevention or intervention efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to understand and work with the needs of a variety of children and youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your title (e.g., special education director, lead school psychologist, principal, etc.):

Please suggest areas in which you believe this school psychologist (graduate of UWRF) needs to improve:

Please indicate areas in which you believe this individual is particularly strong:

Provide any additional thoughts here about this graduate or the UWRF school psychology program in general:

OPTIONAL: If you would like to be contacted by the UWRF School Psychology Program Director for further discussion, please add your name, email, and phone number here:

## Appendix I

Alumni Survey Sample – 2 years post-Ed.S. graduation  
SCHOOL PSYCHOLOGY PROGRAM  
University of Wisconsin–River Falls  
Alumni Survey

As a graduate of the educational specialist (Ed.S.) program in school psychology at UW-River Falls, you are an excellent resource for feedback on the training you have received. In our continuing effort at self-evaluation, we are requesting you complete the following survey to assist the program in improving the quality of training provided. This survey will be treated confidentially. Please, return it in the enclosed envelope as soon as possible. Thank you for your assistance in this regard.

### **DEMOGRAPHIC INFORMATION**

Year Entered the Program: \_\_\_\_\_ Year of Graduation: \_\_\_\_\_

**Which of the following job descriptions best describes your current employer?**

- Public School
- Private School
- Junior/Community College
- University
- Private Business/Agency
- Government
- Non-Profit Organization
- Other \_\_\_\_\_

**Which of the following best describes your occupation?**

- School Psychologist
- Counselor
- Psychologist in the Private Sector
- Not Employed
- Other \_\_\_\_\_

**Which of the following best describes your satisfaction with your current position?**

- Very Satisfied
- Satisfied
- Unsatisfied
- Not Applicable

**What is your current employment status?**

- Full Time
- Part Time

**In your current position, what percentage of your time is spent doing the following tasks? (Out of 100%)**

Assessment \_\_\_\_\_ Intervention \_\_\_\_\_ Research \_\_\_\_\_

Supervision \_\_\_\_\_ Consultation \_\_\_\_\_ Other \_\_\_\_\_

In what state(s) are you licensed or certified to practice school psychology?\_

- WI
- MN
- Other

Do you hold the NCSP credential administered by NASP? No \_\_\_\_\_ Yes \_\_\_\_\_ (Date/Year) \_\_\_\_\_

I am a member of these national associations:

- NASP
- APA
- APA Div. 16
- WSPA
- MSPA
- Other

List the offices you hold or have held and the name of the professional organization(s):

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**RATINGS** – Please, rate the quality of the school psychology program in the following areas using this scale:

0 - None	1 – Inadequate	2 – Adequate (room for improvement)	3 – Good (little need for improvement)	4 - Excellent
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**A. General Standards**

Indicate how well the program met the following standards.

Fair evaluation of students regardless of cultural/individual differences	0	1	2	3	4
Cultural/Individual differences incorporated into the curriculum	0	1	2	3	4
Field training in cultural and individual differences	0	1	2	3	4
Training integrated practice and theory	0	1	2	3	4
Faculty demonstrated and modeled professional behavior	0	1	2	3	4
Close student-faculty working/advisement relationship	0	1	2	3	4
Balance of science and practice in the program	0	1	2	3	4

*Comments:*

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**B. Sensitivity to Individual Differences**

Indicate how well the program affirmed and addressed diversity in the following areas (using the same scale).

Physical/Mental Disabilities	0	1	2	3	4
Poverty	0	1	2	3	4
Gender and Gender Expression	0	1	2	3	4
Racial/Ethnic Diversity	0	1	2	3	4
Religiosity/Spirituality	0	1	2	3	4
Sexual Orientation	0	1	2	3	4

*Comments:*

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**CURRICULUM STANDARDS** – Please, rate the quality of the curriculum using the following scale.

<b>1 – Inadequate</b>	<b>2 – Adequate (Room for improvement)</b>	<b>3- Good (Little need for improvement)</b>	<b>4 - Excellent</b>
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Data-based decision making (assessment to identify strengths and weaknesses)	1	2	3	4
Consultation and collaboration	1	2	3	4
Instruction and development of cognitive/academic skills	1	2	3	4
Socialization and development of like skills	1	2	3	4
Student diversity in development and learning	1	2	3	4
School and systems organization, policy development, and climate	1	2	3	4
Prevention, crisis intervention and mental health	1	2	3	4
Home/school/community collaboration	1	2	3	4
Research and program evaluation	1	2	3	4
School psychology practice and development (school psychology foundations, history, public policy, legal and ethical issues)	1	2	3	4

*Comments:*

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**PROFESSIONAL DEVELOPMENT** – Please, rate the quality of the program in preparing you for the following activities:

<b>1 – Inadequate</b>	<b>2 – Adequate (Room for improvement)</b>	<b>3- Good (Little need for improvement)</b>	<b>4 - Excellent</b>
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Development and maintenance of professional identity as a school psychologist	1	2	3	4
Assuming the role of a school psychologist within a human services/educational system	1	2	3	4
Adherence to current credentialing standards and laws	1	2	3	4
Professional counseling	1	2	3	4
Legal and ethical issues	1	2	3	4

Field experiences (practica, internship)	1	2	3	4
Providing supervision	1	2	3	4
Crisis intervention	1	2	3	4
Prevention	1	2	3	4

*Comments:*

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**GLOBAL RATINGS** – Please, rate the overall quality of the program using the following scale:

1 – Inadequate	2 – Adequate (Room for improvement)	3- Good (Little need for improvement)	4 - Excellent
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Overall quality of teaching	1	2	3	4
Overall quality of class content	1	2	3	4
Overall quality of research training	1	2	3	4
Overall quality of practica	1	2	3	4
Overall quality of mentorship/apprenticeship	1	2	3	4
Overall quality of comprehensive exam	1	2	3	4
Overall quality of advising	1	2	3	4
Overall quality of school psychology program	1	2	3	4
How well did the program prepare you for your current employment?	1	2	3	4

*Comments:*

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*Please, respond to the following:*

**What were the strongest components of your training?**

**How current was your training?**

**For you, what component of the program is most in need of development?**

**Were there redundant courses in the program? If so, what were they?**

**Were there courses that were missing from the program? If so, what were they?**

**Appendix J**  
Program Goal & Action Step Planning Sheet

<b>Program Goal or Action Step</b>	<b>Based on What Assessment Data</b>	<b>Completed by?</b>	<b>To be done by what date?</b>	<b>Date and Plan for Re-evaluation?</b>

Action Step Plan – Updated October 2018