

*University of Wisconsin – River Falls*  
*School Psychology Program – Ed.S. degree*  
*Program Assessment Report*

**2022**

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## I. INTRODUCTION

The School Psychology Program at UWRF is ONE program with TWO degrees. This Assessment Plan addresses the Ed.S. degree (32 credits), earned after the final two years of the four-year program. A separate assessment plan will address the M.S.E. degree (34 credits) which is earned after the fourth year of the overall program. Graduates cannot become licensed school psychologists until completing both degrees (66 total graduate credits). In summary, we are a single program with two degrees earned, as students progress through to program completion. Two “program plans” and “program reports” reflect each of the two degrees, but they do not stand alone, from a student and practical perspective.

The School Psychology Program and Department of Counseling & School Psychology are part of the College of Education and Professional Studies. The program is dedicated to providing students with professional, specialist-level training, 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. ASSESSMENT ACTIVITIES IN REPORT CYCLE

### External Accreditation

The UWRP School Psychology Program is Nationally Accredited by the National Association of School Psychologists (NASP). In the fall of 2020, the program (M.S.E. & Ed.S. degrees combined) was re-evaluated by NASP and received FULL NASP re-approval for the longest period offered (7 years, until the end of 2027). As such, graduates of our program are considered graduates of a program offering the strongest level of training possible. They are eligible for licensure in Wisconsin, Minnesota, and most other jurisdictions. All graduates are eligible for the National Certified School Psychologist (NCSP) designation.

### Learning Outcomes

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 (**MEASURED BY:** *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 (**MEASURED BY:** *Field-Based Supervisor Formative Evaluation during practicum*).

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 UWRF STRATEGIC GOAL – Innovations & Partnerships)
  - **Objective A:** Graduates will be able to demonstrate emerging or proficient consultation and collaboration skills. (MEASURED BY: *Field-Based Supervisor Formative Evaluation during practicum*).
  - **Objective B:** Graduates will be able to demonstrate emerging or proficient professional work characteristics (e.g., organization, communication skills). (MEASURED BY: *University-Based Supervisor Observation Ratings*)
  
3. Graduates will be able to demonstrate a positive impact on the students, parents, teachers, and/or others who are served. (LINKED TO UWRF STRATEGIC GOAL – Distinctive Academic Excellence)
  - **Objective A:** Graduates will be able to collect and analyze pupil intervention data reflecting measureable student progress. (MEASURED BY: *Intervention Case Study Appraisal Rubric during internship – Academic Case* )
  - **Objective B:** Graduates will demonstrate an overall level of emerging or proficient positive impact on others in schools. (MEASURED BY: *Field-Based Supervisor Formative Evaluation during practicum*).
  
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 (MEASURED BY: *Passed PRAXIS II exam*).
  - **Objective B:** Graduates will be able to show evidence of multiple school psychology skills and roles (MEASURED BY: *Ed.S. Standards Met Checklist*).
  - **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 (MEASURED BY: *Program Evaluation Project Report Rubric*).

### **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. UWRP 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) (External Stakeholder = 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)</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	Emerging skills	Diversity in Development & Learning (NASP #8)	<i>Field-Based Supervisor Formative Evaluation during practicum (End of Year 3)</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 771 SPSY 772	Emerging Skills	Consultation & Collaboration (NASP #2)	<i>Field-Based Supervisor Formative Evaluation during practicum (End of Year 3)</i>
<b>Objective B –</b> Graduates will be able to demonstrate emerging or proficient professional work characteristics (e.g., organization, communication skills).	SPSY 775 SPSY 776	Emerging Skills	Consultation & Collaboration (NASP #2)	<i>University-Based Supervisor Observation Ratings (End of Year 4)</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 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 – Academic Case (End of Year 4)</i>
<b>Objective B</b> – Graduates will demonstrate an overall level of emerging or proficient positive impact on others in schools	SPSY 771 SPSY 772	Emerging Skills	Data-based Decision Making (NASP #1); Interventions & Mental-Health Services (NASP #4); Prevention & Responsive Services (NASP #6)	<i>Field-Based Supervisor Formative Evaluation during practicum (End of Year 3)</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	All Ed.S. courses (N1 to N10)	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 (Primarily: N2, N6, N7, N9, N10)	Advanced Knowledge & Emerging Skills	Several NASP graduation education domains (Primarily: N2, N6, N7, N9, N10)	<i>Standards Met Checklist for Ed.S. (End of Year 4)</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 (N9)	Emerging Skills	Research & Program Evaluation (NASP #9)	<i>Program Evaluation Project Report Rubric – (End of Year 3)</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)</i>



### **Engagement with Internal Stakeholders**

Data results are communicated to faculty, current students, alumni and, periodically, to the public at large. All assessment results are saved internally on the network password-protected T: drive. Additional electronic posting of results summaries, national accreditation review results, and program accomplishments is done through [the program webpage](#) and/or through social media.

### **Engagement with External Stakeholders**

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. Data are aggregated and submitted to NASP regularly, to ensure ongoing accreditation (**Full NASP Accreditation is currently in place until December 2027**).

### **Assessment Activities Related to Out-of-Classroom Activities**

Many out-of-classroom experiences are available to UWRF School Psychology Program students. Most importantly, extensive data – from seven distinct assessment measures - are collected and analyzed related to student progress during the 3<sup>rd</sup> year Practicum experience and the 4<sup>th</sup> year Internship experience. Those data will be reviewed later in this report.

Several other out-of-classroom opportunities are available for all program students. Each year the program chooses student leaders who work with the National Association of School Psychologists (NASP), the Wisconsin School Psychologists Association (WSPA), and the Minnesota School Psychologists Association (MSPA). Over the last eight years, the program student group (Sigma Psi Tau) and UWRF have hosted several nationally known scholars in our field. Interaction with such scholars adds to the learning of current students, alumni and other educators invited from our community. Numerous other opportunities for leadership are open to all students (e.g., graduate assistantships, program open house assistants, faculty grant collaborators). The faculty oversees those roles, monitoring students and providing feedback as needed.

### **Changes in Learning Outcomes, Assessment, and Curriculum**

Over the last three years, minor changes have been made to the learning outcomes in the Ed.S. Program. The note changes are based, in large part, on feedback received from our most recent (2020) program review for national accreditation (NASP). Examples include moving away from a full programmatic portfolio requirement (replaced with the Standards Met Checklist) and changing the Field-Based Supervisor *Formative* Evaluation to a *Summative* Evaluation. The formative evaluation data are reported here, for the last three years, but will change to the summative evaluation summary data starting in 2023 and beyond.



### **Changes in how Learning Outcomes Connect with UWRF Strategic Goals**

The school psychology program and its learning outcomes are aligned with the strategic goals of UW-River Falls. The following statements indicate those connections and include specific data results from the last three years. No significant changes have occurred in the link between program learning outcomes and UWRF strategic goals.

***Distinctive Academic Excellence.*** All of the school psychology program Ed.S. candidates have passed the PRAXIS II Exam in School Psychology over the last three years (37/37 – 100%), reflecting a broad foundation of school psychology knowledge. Beyond simply passing, our students have greatly exceeded the passing level required (147) with cohort means of 174.3, 167.7, and 171.3 for the last three cohorts (2020-2022). Additionally, all have passed the practicum field-based supervisor formative evaluation with cohort total means of 68.8 (2020), 58.5 (2021), and 58.6 (2022) respectively, for the last three cohorts (84 possible points); 100% ( $N = 37$  total interns across three cohorts) passed the academic-focused internship intervention case study project; 100% have passed the required program evaluation project, completed in the 3<sup>rd</sup> Year, with cohort means exceeding 24/25 for the three most recent cohorts; and all students have achieved 100% of standards met on our Standards Met Checklist at the end of their programs. Altogether, these multiple sources of data reflect outstanding academic excellence among three recent cohorts of Ed.S. level school psychology program students.

***Global Education and Engagement.*** All of the school psychology program Ed.S. candidates over the last three years have shown excellent overall diversity dispositions, as measured by the diversity dispositions rating rubric. Sections of the diversity evaluation measure specific skills such as being inclusive, being inquisitive, being self-aware, and being socially-just. These evaluations are completed by the internship field supervisor, near the end of the final year of training (internship year). Cohort section means for the diversity measure (out of 5 possible points) were 4.93 (2021) and 4.84 (2022) for all evaluation sections. These data reflect a high overall level of diversity values and dispositions among UWRF school psychology program graduates. Additionally, the practicum formative evaluation includes diversity content. Ratings from the last three cohorts of practicum show developing diversity dispositions, with means of 7.3 (Fall 2019), 6.5 (Fall 2020), and 6.1 (Fall 2021) out of 8 possible points, suggesting moderate diversity skills even at the beginning of the practicum experience (Year 3). Additionally, the current program student body and faculty have become increasingly diverse in background, culture, age, and experience (with recognition that this must remain an important goal requiring continuous improvement).

***Innovation and Partnerships.*** Many unique experiences and partnerships are available to UWRF School Psychology Program students. Importantly, the program provides two distinct and diverse practicum placements for each practicum student every year. This requires as many as 25-30 unique school district supervised experiences each year. The practicum and internship field-based supervisor evaluations, already reviewed in the previous sections, reflect strong supervisor perceptions of our students in those sites. Additionally, each year the program has student leaders working with the National Association of School Psychologists (NASP), the Wisconsin School Psychologists Association (WSPA), and the Minnesota School Psychologists Association (MSPA). Since 2008, the program student group (Sigma Psi Tau) has hosted several nationally known scholars in our field. Interaction with such scholars adds to the learning of current

students, alumni and other educators invited from our community. The program faculty invests significant time and energy partnering with numerous field-based practicum and internship supervisors working in a full range of schools across western Wisconsin and eastern Minnesota, where extensive student collaborative problem-solving is expected.

### **Status of Action Plans Identified in Previous Assessment Report**

At the time of the previous Assessment Report (2015), several action steps were developed and addressed. Those action steps are noted below, along with comments on action progress.

### **Status of Action Plans Identified in Previous Assessment Report**

At the time of the previous Assessment Report (2018), several action steps were developed and have been addressed over time. Those action steps are noted below, along with comments on action progress.

***1. Continue to emphasize progressive content in the program curriculum (e.g., academic assessment/intervention: comprehensive crisis course; possible ADOS training built in; student self-reflection tool built into program).***

PROGRESS: Identified as **COMPLETED**. Some curriculum change goals were set and met for enhancing the Ed.S. degree (e.g., the 1-credit School Safety & Crisis Response course has indeed been adjusted to a comprehensive 3-credit course, purchase of new ADOS test materials for the SPSY 712 Early Childhood course). As of the fall of 2022, no additional curriculum change goals have been set for the Ed.S. degree.

***2. Continued emphasis on recruitment and retention of a more diverse pool of students (e.g., additional scholarships, advisory council assistance, etc.)***

PROGRESS: Identified as **IN PROGRESS**. The program continues to focus directly on recruiting and retaining students from diverse backgrounds. At the time of this report, 18% of current students identified as students of color and several more as members of the LGBTQ++ community. In the fall of 2022, the school psychology and counseling program directors met with Cathy Leaf and her team on campus to discuss program recruiting and marketing. Additionally, student program evaluation projects have helped explore recruiting issues and the program directors continue to identify recruitment as a high priority in graduate executive council and department chairs meetings. In response and as a result, new [diverse student testimonials](#) have been added to our webpage, students have reported increased comfort and perceptions of safety with the faculty and their cohort peers, and many diverse prospective students have reported their interest in the program was based on positive “word of mouth.”

***3. Increase diversity awareness in program documentation, materials, application, etc. (e.g., recognition of transgender applicants in terminology used)***

PROGRESS: Identified as **IN PROGRESS**. The program faculty values use of pronouns and land acknowledgement statements in email signature lines, at the beginning of professional development provided, and in other forms of writing (e.g., letters of recommendation). As importantly, the program faculty continues to focus on life-long learning, and modeling of personal/professional growth for our graduate students. As previously noted, in recent years,

many program students have directly reported increased comfort and perceptions of safety with the faculty and their cohort peers. Updates to the application materials have been somewhat superficial at this point, due in part to some aspects being controlled by the “UW-system” (e.g., the general application form).

#### ***4. Continue the role of technology in the program (e.g., on-line coursework, integration of iPads in the curriculum)***

PROGRESS: Identified as **SIGNIFICANT PROGRESS MADE; ONGOING**. The COVID-19 pandemic forced the hands of many, and the school psychology program is no exception. We have made tremendous strides in our ability to meet students where they are. While we still describe our program as “mostly in-person” we have adopted strategies that make most of the program courses hybrid in nature. Some program content is still quite hands-on and is best done through in-person course sessions; however, the faculty mantra is “if it can be taught well online; do it.” Of specific note, the program faculty has continued to use Canvas and Zoom to bring in nationally known guest speakers to classroom sessions, provide opportunities for distance interns to participate in seminars, and have found ways to complete scholarly work (e.g., professional development for educators) via online options.

#### ***5. Involve students in field experiences earlier in the program (e.g., pre-practicum course)***

PROGRESS: Identified as **COMPLETED**. In the fall of 2021, the program began a new SPSY 770 Pre-Practicum course for M.S.E. students, all based on feedback from students and supervisors of the Ed.S.-level practicum experience. The pre-practicum course was designed for students to get oriented to moving into the practicum experience in Year 3, and ultimately into the internship in Year 4.

### **III. ASSESSMENT ACTIVITY RESULTS**

UWRF school psychology students have been assessed comprehensively through the collection of data from multiple sources at multiple training points, as described in detail in the Program Candidate Assessment Plan. This section includes the available data results.

The current Candidate Assessment System was put into place in 2008, with periodic minor revisions to assessment tools since that time. As previously noted, the program is emphasizing eight of these assessments, as required by NASP, our national program approving organization. See Table 3 for a listing of these eight components within the *Candidate Assessment System*. While we have additional assessments (e.g., alumni surveys, employer surveys), the eight listed in Table 3 (plus the supplemental exit survey) form our primary assessments. Each assessment rubric or form can be located on our [program webpage](#). Summaries of aggregated data from each of the eight primary assessment instruments are reviewed next.

#### **Direct Assessment Results**

*Diversity Values & Dispositions Rating.* In the spring of the internship year, intern field-based supervisors complete this diversity evaluation. Interns are assessed for their developing skills, as they relate to inclusivity and work with diverse clients, educators, and

schools. As reflected by a rating within an area/section of “4” or greater, the intern is expected to have “developing or emerging” knowledge, skills, and dispositions by the end of the internship.

The analysis of this assessment involved the last two cohort groups from the spring 2021 ( $n = 12$  students) and spring 2022 ( $n = 14$  students). The mean scores are as follows, along with percentage who showed a total rubric item mean of 4.0 or greater (i.e., “developing/emerging”): 2021 cohort item mean = 4.9 (100% developing/emerging values); 2022 cohort mean = 4.8 (93% developing/emerging values). While assessing student values and dispositions is inherently challenging, we believe these data provide adequate evidence, in conjunction with other sources of data, that our interns meet program expectations for diversity values and dispositions.

*Practicum Field-Based Supervisor Formative Evaluation.* In the fall of the practicum year (3<sup>rd</sup> Year), a formative evaluation is completed by the student’s field-based supervisor. This assessment instrument is used to evaluate the progress of practicum candidates at the end of the fall semester during the practicum year (3<sup>rd</sup> Year). More specifically, the student’s knowledge, skills, and other characteristics associated with successful school psychology practice are measured.

The assessment tool has a Total Score possibility of 84 points. Cohort means are as follows: 68.8 for Fall of 2019 ( $n = 12$ ), 58.5 for Fall of 2020 ( $n = 14$  students), and 58.6 for Fall of 2021 ( $n = 11$  students).

Given the data from the most recent three years of practicum candidate field-based supervisor FORMATIVE evaluations, there is strong evidence supporting average to above average knowledge and skills in all graduate training domains, in general. Interestingly, the last two cohorts showed markedly lower total scores, perhaps due in part to our students completing practicum in 2020 and 2021 (sometimes virtually), the two primary COVID-19 pandemic years. Because this is a formative evaluations, it is viewed as a baseline for the 1800 total hours of field experiences each school psychology program student will receive (practicum plus internship). Candidates would not be expected to be at the level of proficiency at this stage. These data provide a helpful baseline for where UWRF candidates begin developing their applied skills and can be compared to internship summative evaluation data to see progress over time (reviewed next).

*Internship Field-Based Supervisor SUMMATIVE Evaluation.* This instrument is used to evaluate student knowledge, skills, and other characteristics associated with successful school psychology practice and is based on the 10 NASP training domains. The evaluation is used summative following the completion of the spring semester. Each domain has a total possible score of 15 points on the evaluation. An upper/mid-range item domain score of 12 indicates an emerging/developing range of functioning for an intern and is what would be expected of an intern at the end of the internship experience.

The analysis of this assessment involved three cohort groups from the spring 2020 ( $n = 15$  students), spring 2021 ( $n = 12$  students), and spring 2022 ( $n = 14$  students). The mean scores are as follows, along with percentage of the cohort who met the expected “developing/emerging”

performance criteria: 2020 cohort mean = 14.9 (100% with average domain mean of 12+); 2021 cohort mean = 14.7 (100% with average domain mean of 12+); and 2022 cohort mean = 14.4 (93% with average domain mean of 12+).

Given the data collected from these three years of intern summative evaluations, there is moderate to strong evidence the internship field-based supervisor ratings reflect above average knowledge and skills within all 10 domains. While some domains and some interns remained stronger than others, all domains and all interns were rated as at least average, with the majority of all interns and domains being rated as above average to very well-developed.

*Intervention Case Study Appraisal Rubric (Academic Intervention)*. During the internship year (4<sup>th</sup> Year), a university-based intern supervisor (faculty member), evaluates two intervention case studies completed by the intern (one = academic focused; one = social/emotional/behavioral focused). The intern must meet a passing threshold score. This assessment includes 61 total possible points, with a score of 52 (85%) or higher being considered passing for all interns. For simplicity, and as one sample of the intern's intervention skill/work, the academic intervention case data are summarized here for three recent cohorts.

The analysis of this assessment involved three cohort groups from the spring 2020 ( $n = 15$  students), spring 2021 ( $n = 12$  students), and spring 2022 ( $n = 14$  students). The percentage of interns passing academic intervention cases across all three intern cohorts was 100%. Additionally, most interns had a measured positive impact on a child/student when all the academic case study data were considered, a challenge to achieve. Specifically, with an effect size statistic required for the cases, the 2020, 2021, and 2022 cohorts demonstrated large academic effects in 87%, 67%, and 93% of the cases completed, respectively.

The program has prioritized systematic intervention design, implementation, and measurement in the curriculum and introduced additional content in these areas. Given the overall success of three years of UWRF interns, as measured by the *Intervention Case Study Appraisal Rubric* total score, an adequate level of progress with student intervention is evident.

*PRAXIS II School Psychology Exam*. In the spring of the practicum year, the school psychology program students take the PRAXIS II content exam, published by ETS. The candidate must pass the exam (a passing score = 147+). This minimum passing score is required for program graduation, for school psychology licensure in the state of Wisconsin, and for eligibility for the NCSP credential offered through NASP.

While PRAXIS score data are available going back to 2006, only data from the most recent three years are included here. The analysis here involves cohort groups for spring 2020 ( $n = 12$  students), spring 2021 ( $n = 14$  students), and spring 2022 ( $n = 11$  students). The mean scores and, in parentheses, percentage of cohort students who passed per the NASP passing score of 147 are as follows: 2020 = 174.3 (100%), 2021 = 167.7 (100%), and 2022 = 171.3 (100%).

Collectively, the aggregated results show that of 37 program candidates taking the PRAXIS II examination from 2020 to 2022, 100% passed the exam, which is well above the 80% threshold set by NASP as evidence of students receiving training consistent with national expectations and

standards. The data trend suggests students from the UW-River Falls School Psychology Program have acquired a strong and appropriate knowledge base in school psychology, consistent with the NASP domains, as measured by the PRAXIS II exam.

*Standards Met Checklist for the Ed.S.* In the spring of the internship year (4<sup>th</sup> Year), the program director evaluates the candidate's complete progress on all coursework, including review of a Standards Met Checklist. This checklist highlights specific NASP Standards ("graduate education domains") met, as a result of completing carefully identified assignments, meeting associated objectives, across all of the Ed.S. program courses. The course assignments included allow the candidate to demonstrate skill in carefully connected NASP and Wisconsin DPI standards.

The analysis involves cohort groups for spring 2020 ( $n = 12$  students), spring 2021 ( $n = 14$  students), and spring 2022 ( $n = 11$  students). All of the candidates in each of those cohorts completed all of the Ed.S. courses, meeting all designated objectives, and therefore meeting all NASP and Wisconsin DPI standards.

*Program Evaluation Project Rubric.* In the spring of the practicum year (3<sup>rd</sup> Year), Ed.S. candidates complete a program evaluation project report; and then present the results to field-site stakeholders, the faculty, and to their cohort colleagues. The student written manuscript must be passed with the Program Evaluation Project Rubric.

The analysis of this assessment involved written report data from three cohort groups from the Spring of 2020 ( $n = 12$  students), Spring of 2021 ( $n = 14$  students), and Spring of 2022 ( $n = 11$  students). The mean scores are as follows, along with percentage of the cohort who pass the assignment: 2020 cohort mean = 24.3 (100% passed); 2021 cohort mean = 25.0 (100% passed); and the 2022 cohort mean = 24.0 (100% passed).

The strong research/program evaluation rubric ratings given by faculty research advisors across three cohorts (total  $N = 37$ ) are interpreted as reflecting an effective research and program evaluation system for school psychology candidates at UWRF. Given the significant amount of data analysis required in the research project, positive rubric results reflect strong data-based decision making and accountability. Likewise, given the extensive coursework knowledge and applied research experience that are part of this project, the strong rubric results reflect excellent research and program evaluation knowledge and emerging competencies, as well.

### **Discussion of Out-of-Classroom Assessment Results**

Multiple out-of-classroom assessments were already included in the previous section. Indeed, six of the seven assessments are directly related to the practicum field experience (3<sup>rd</sup> year) or the internship field experience (4<sup>th</sup> year). Even the Program Evaluation Appraisal is associated with completing a project within the practicum field placement. Only the PRAXIS II exam is not directly associated with an out-of-classroom field experience. As a collective whole, the out-of-classroom data are interpreted to reflect strong developing and emerging practitioner skills for the vast majority of the intern candidates over the last three years.

## Indirect Assessment of Students, Alumni, and Employers of Ed.S. Graduates

**TABLE 3. Ed.S. Degree Graduates - Three-Year Trends of Exit Survey Outcomes**

*Ed.S. Student Exit Survey.* Select data from a consistent annual Ed.S. Exit Survey are summarized here for the 2020-2021-2022 academic years (See Appendix for the full survey and items). Among many varied questions about program structure and experience, the Ed.S. graduates were asked if they felt prepared in knowledge and skill related to the four learner outcomes noted in this report (culturally responsive practice, collaborative skills, ability to make a positive impact on others, and abilities across the 10 NASP graduate education domains). Given the Ed.S. exit survey measures perceptions of graduates of the full program (M.S.E. + Ed.S.); it is viewed as the best overall measure of graduates' perceptions of UWRF School Psychology.

The analysis of Ed.S. graduates involved exit surveys returned from the 2020-2022 cohorts (n = 29 returned surveys from 41 graduates (71% return rate), with some questions including missing data). When asked about the four learner outcomes, the following data resulted:

- **LEARNING OUTCOME 1:** 93% (26/28) reported “agreeing” or “strongly agreeing” to feeling ready to engage in culturally responsive practices (with the two other individuals indicating “slightly agree”). The 93% value here is an increase of 10% (from 83%) over what M.S.E. graduates reported on this outcome, during the same time span, suggesting the Ed.S. is important for the continued growth of student cultural competence.
- **LEARNING OUTCOME 2:** 93% (26/28) reported “agreeing” or “strongly agreeing” to feeling ready to collaborate successfully with a variety of individuals in schools (with the two other individuals indicating “slightly agree”).
- **LEARNING OUTCOME 3:** 100% (28/28) reported “agreeing” or “strongly agreeing” to feeling prepared to begin contributing to a positive impact on others. The 100% value here is an increase of 4% (from 96%) over what M.S.E. graduates reported on this outcome, during the same time span, suggesting the Ed.S. is important for the continued growth of candidate ability to have a positive impact on others.
- **LEARNING OUTCOME 4:** 93% (26/28) reported “agreeing” or “strongly agreeing” to feeling prepared to begin a supervised practicum in alignment with the ten graduate training domains (i.e., standards) aligned with NASP and the Wisconsin DPI (with the other two individuals indicating “slightly agree”). This value is similar to the 91% of M.S.E. survey responders reporting agreement or strong agreement on this learning outcome.

There were numerous other Exit Survey questions included. The following results reflect data from “core questions”:

- **CORE QUESTION 1:** 100% (29/29) of responders reported the UWRF Ed.S. degree program either met or exceeded their expectations.
- **CORE QUESTION 2:** 28/29 (97%) reported they would apply to UWRF again, if they were applying to a School Psychology Program again.
- **CORE QUESTION 3:** 28/29 (97%) reported they either “mostly” or “very much so” felt prepared with a foundation for beginning practicum.

*Employer Survey* –Two years of employer survey trends are reported here (2020, 2022). See Table 4 below for details. Table cells highlighted in pink suggest below expectations values (below 4.0 as a cohort - NONE). Table cells highlighted in green reflect above expectation values (above 4.5 as a cohort). See Appendix A for a copy of the survey.

**TABLE 4. Ed.S. Degree Graduates – Two-Year Trends for Employer Surveys**

Survey Question	Two-Year Mean (2020, 2022, <i>n</i> = 12)
Interpersonal Collaboration	4.67
Implement variety of Assess	4.5
Individualized Interventions	4.27
Eval Efficacy of Interventions	4.27
Implement Counseling	4.55
Know/Respect for Diversity	4.83
Know/Respect of Ethics	4.83
Leadership Skills	4.42
Legal/Due Process Knowledge	4.33
Evidence-Based Practice	4.18
Assist School-wide Prevention	4.64
Variety of Child Needs Ability	4.82
<b>TOTAL MEAN</b>	<b>4.53</b>

Given all section means and the total mean were above 4.0 (indicating “above average” perceptions), the employer data here suggest strong overall perceptions of our alumni by supervisors, two years post-graduating with the Ed.S. degree. Specifically, there are three primary alumni strengths noted in the employer survey data. Those strength themes are: knowledge and respect for diversity, knowledge and respect for professional ethics, and the ability to meet the needs of a variety of children. These same three strength areas were noted in the 2018 Program Audit & Review process for UWRF School Psychology. The overall mean increased from 4.33 (2018 data set) to 4.53 in the 2022 data set. Many open-ended question responses support those themes, too, including, as examples:

*“Very well prepared; We wish we had more UWRF graduates as they are well trained. Thank you for doing this survey - all graduate schools should do the same.”*

*“She keeps team ‘in the know’ and consults with them quite well.”*

*“She is a valued member of our special education team and co-leads our student support team meetings. Her desire and ability to keep the team engaged, the meeting streamlined, and inserting a little fun is much appreciated.”*

*“I’ve gotten school psychs from this program for 10 years. Can’t say enough good things about every graduate I’ve worked with from the program.”*

These themes support the fact that our graduates continue to meet learning outcomes, especially Learning Outcome #1 (Graduates will be able to demonstrate culturally responsive



competencies), and Learning Outcome #3 (Graduates will be able to demonstrate a positive impact on the students, parents, teachers, and/or others who are served). This is outstanding longer-term data supporting the overall effectiveness of our program. Direct intervention services for students and leadership skills may be considered an area for growth. Those areas are consistent with other assessment data and consistent with trends/roles in the school psychology field in general, especially for early career professionals (first 3-5 years post-graduation).

*Alumni Surveys* – Through 2022, the program had not utilized Alumni Surveys (beyond the immediate Ed.S. graduate exit surveys). The program has set a goal to begin implementing a new measure, in 2023, for all Ed.S. graduates, two years post-graduation. M.S.E Alumni Surveys will not be implemented, for reasons already noted in the M.S.E. program assessment report.

#### **IV. ACTION PLANS**

##### ***Where & How Performance is not Meeting Program Expectations***

In totality, the data analyzed over the last three years suggest the Ed.S. Degree program is meeting learner outcomes in very strong manner, overall. Multiple sources of data, as discussed throughout this report, support that conclusion. Students are learning new knowledge, developing skills, and they are making a positive impact on others during their field experiences. The program's recent national accreditation status through the year 2020 also reflects support of those conclusions.

##### ***Actions Needed to Maintain or Improve the Program***

Specific needs identified through the M.S.E. assessment tools and the exit survey data include:

- Continue to emphasize progressive content in the program curriculum. Consider improvement in counseling skills and legal/due process content.
- Continue emphasis on recruitment and retention of a more diverse pool of students
- Continue the role of the advisory council
- Continue the role of technology in the program
- Involve students in field experiences earlier in the program (first two years) (OUT-OF-CLASSROOM LEARNING EXPERIENCES)

Table 5 reflects a summary of actions steps expected for the school psychology program as a whole

##### ***Actions the Program is Taking to Enhance or Maintain Assessment***

NA at this time.

**Table 5. Action Plan Summary Table**

<b>Program Goal or Action Step</b>	<b>Based on What Assessment Data</b>	<b>Leadership</b>	<b>Timeframe</b>	<b>Date and Plan for Re-evaluation?</b>
Continued emphasis on recruitment and retention of a more diverse pool of students. Devise additional scholarships and other outreach plans	Cohort Data; Program Learning Outcome Data	Program Director in collaboration with SPSY faculty	Ongoing; indefinite	Fall 2025
Increase emphasis on student and faculty self-care, connectedness, and social/emotional/well-being supports.	Mostly anecdotal observations since the COVID-19 pandemic; some Exit Survey data	Program Director in collaboration with SPSY faculty	Ongoing; indefinite	Fall 2025
Continue the role of technology in the program (e.g., on-line coursework best practices)	Exit Survey Feedback	Program Director; Department Chair	Ongoing; indefinite	Fall 2025
Enhance leadership development opportunities for students	Exit Survey Feedback; Readiness indicators	All faculty must explore opportunities in each class	Ongoing; indefinite	Fall 2025

## 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:** \_\_\_\_\_

#### **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
<b><u>Being Collaborative and Cooperative</u></b>	
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
<b><u>Being Open</u></b>	
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
<b><u>Being Inquisitive</u></b>	
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:*

## 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.

\_\_\_\_\_  
Supervisor Signature/Date

\_\_\_\_\_  
Intern Signature/Date

## Appendix C

### UWRF School Psychology Program **INTERNSHIP** Intervention Case Study Appraisal Rubric

- Academic Focused Case
- Behavior/Social/Emotional Case

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

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

#### **RATING INSTRUCTIONS:**

Feedback to the candidates should be provided about their intervention skills/awareness relative to graduating intern expectations.

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). Each NASP domain must be passed at 80% or higher. Cases, or portions of cases, that are not passed must be revised until they reach passing levels. At the discretion of the university-based supervisor, a new case may be assigned.**

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>Primary NASP Domain Measured</b>	<b>Rated 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>D5</b>	
<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>D3/D4</b>	
<b>1.3</b>		The problem is collaboratively defined.	The problem is not collaboratively defined.	<b>D2</b>	
<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>D1</b>	
<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>D5</b>	
<b>1.6</b>		The student behavior is identified as a skill deficit or a performance deficit (e.g., "can't do" or "won't do")	The student behavior is not identified as a skill or performance deficit.	<b>D3/D4</b>	
<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>D7</b>	
<b>TOTAL</b>					
<b>Section 2: Problem Analysis</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Primary NASP Domain Measured</b>	<b>Rated 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	Hypotheses are not developed or are developed in only one area and/or hypotheses are not measurable.	<b>D7</b>	

		following factors: child factors, curriculum, peers, teacher, classroom, home.)			
<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>D1</b>	
<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>D8</b>	
<b>TOTAL</b>					
<b>Section 3: Intervention</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Primary NASP Domain Measured</b>	<b>Rated Level</b>
<b>3.1</b>			Intervention is linked to observable, measurable goal statement(s). (If not, record zero in level column)	<b>D9</b>	
<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>D3/D4</b>	
<b>3.3</b>	The intervention has strong prior research support (i.e., can be called “evidence-based”). The evidence is summarized in the report.	The intervention has SOME noted research support; it can best be described as an “emerging” or perhaps “promising” approach.	The intervention is not based on prior collected data. It may be based only on anecdotal information or “belief-based” (“gut instinct”) information.	<b>D9</b>	
<b>3.4</b>		Intervention is developed collaboratively.	Intervention is not developed collaboratively.	<b>D2</b>	
<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>D8</b>	
<b>3.6</b>		Logistics of setting, time, resources, intervention “dosage,” and personnel are included in the intervention plan.	Logistics of setting, time, resources and personnel are not included in the intervention plan.	<b>D10</b>	
<b>3.7</b>		Intervention selection considers unintended outcomes or limitations.	Intervention selection does not consider unintended outcomes or limitations.	<b>D10</b>	
<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.	<b>D1</b>	
<b>TOTAL</b>					

<b>Section 4: Evaluation</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Primary NASP Domain Measured</b>	<b>Rated 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>D1</b>	
<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>D9</b>	
<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>D5</b>	
<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>D6</b>	
<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>D6</b>	
<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>D7</b>	
<b>TOTAL</b>					

<b>Summary Data for the Intervention</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 <b>P or F</b> (___% of points)
<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)	___
<b>Intervention Knowledge &amp; Skills in the Context of NASP Domains</b>	
<b>NASP Domain 1</b> – Data-Based Decisions	___/11 ___% for this domain
<b>NASP Domain 2</b> – Consultation & Collaboration	___/4 ___% for this domain
<b>NASP Domains 3 &amp; 4</b> – Interventions & Supports	___/7 ___% for this domain
<b>NASP Domain 5</b> – School-wide Practices	___/9 ___% for this domain
<b>NASP Domain 6</b> – Safe & Supportive Schools	___/6 ___% for this domain
<b>NASP Domain 7</b> – Family, School, & Comm. Collab.	___/9 ___% for this domain
<b>NASP Domain 8</b> – Equitable Practices/Diversity	___/4 ___% for this domain
<b>NASP Domain 9</b> – Research & Evidence-Based Practice	___/7 ___% for this domain
<b>NASP Domain 10</b> – Legal, Ethical, & Professional Prac.	___/4 ___% for this domain
<b>TOTAL Ability Across all 10 NASP Domains</b>	___/61 ___% for ALL domains
<b>Overall Comments</b>	

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 Supervisor/Date

*October 2022 Update*

## Appendix D

### 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.

Updated March 2018



## Appendix E

### 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
strategies appropriately and flexibly						
Knowledge/respect for cultural and individual diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge/respect for ethical codes of school psychologists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership skills (e.g., motivation, appropriate risk-taking, involvement)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge and implementation of legal and due process issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence-based practice (i.e., ability to analyze collected data OR use others' research to guide practice)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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 G

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.

1 – Inadequate	2 – Adequate (Room for improvement)	3- Good (Little need for improvement)	4 - Excellent	
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
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*Comments:*

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

1 – Inadequate	2 – Adequate (Room for improvement)	3- Good (Little need for improvement)	4 - Excellent
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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
----------------	-------------------------------------	---------------------------------------	---------------

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
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*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?**