UWRF School Psychology Program Assessment Plan - *M.S.E. Degree*
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I. INTRODUCTION

The School Psychology Program at UWRF is one graduate program leading to two degrees. As such, the program creates two assessment plans and reports, one for each degree. This Assessment Plan addresses the M.S.E. degree (34 credits), which is earned after the first two years of the four-year program. A separate assessment plan addresses the Ed.S. Degree (32 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 complete the program. Two program plans and program reports reflect each of the two degrees.

The School Psychology Program and Department of Counseling & School Psychology are part of the School of Education within the College of Education, Business, & Allied Health (CEBAH). The M.S.E. program provides UWRF graduate students with professional training, while providing schools and the broader community with high quality school psychologists. 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-humble practices.

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. 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.

M.S.E. Program 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.   PROGRAM LEARNING OUTCOMES - Master of Science in Education (M.S.E.)

The following learning outcomes have been developed to ensure we have a program of study aligned with the program's mission, vision, core values, and strategic goals. The learning outcomes of the UWRF school psychology M.S.E. degree reflect the domains required of all programs accredited by the National Association of School Psychologists (NASP) and the Wisconsin Department of Public Instruction (DPI), with added emphasis on student collaboration and culturally responsive skill building. These learning outcomes were revised in the summer of 2020 to better fit program emphases and direction. Each outcome is measured by an instrument included in the program's Candidate Assessment System. The Candidate Assessment System is a set of evaluation processes 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). 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. As well, note 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 UWRF STRATEGIC GOAL – Global Education & Engagement*)
   - Objective A: Graduates will be able to show evidence of multiple school psychology skills and roles, including in the area of diversity and socially just practices (**MEASURED BY:** *Program Standards Met Checklist*).
   - Objective B: Graduates will be able to demonstrate emerging skills and characteristics related to diversity and socially just practices, as perceived by faculty ratings (**MEASURED BY:** *Passed Readiness for Practicum Evaluation*)

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 show evidence of multiple school psychology skills and roles, including in the area of collaboration (**MEASURED BY:** *Program Standards Met Checklist*).
   - .
   - Objective B: Graduates will be able to demonstrate emerging skills and characteristics related to collaboration, as perceived by faculty ratings (**MEASURED BY:** *Passed Readiness for Practicum Evaluation*)

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 show evidence of multiple school psychology skills and roles, including in the area of emerging positive impact on others (**MEASURED BY:** *Program Standards Met Checklist*).
    - Objective B: Graduates will be able to demonstrate emerging skills and characteristics related to assisting others' positive growth, as perceived by faculty ratings (**MEASURED BY:** *Passed Readiness for Practicum Evaluation*)

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 show evidence of emerging knowledge/skills across multiple school psychology graduate education domains covered during the M.S.E. degree (**MEASURED BY:** *Program Standards Met Checklist*).
    - Objective B: Graduates will be able to demonstrate foundational school psychology skills, as perceived by faculty ratings (**MEASURED BY:** *Passed Readiness for Practicum Evaluation*)

III.   PROFILE OF WHERE LEARNING OUTCOMES ARE BEING ACHIEVED

Specific Courses for all Learning Outcomes & Course Map Visuals
The specific M.S.E. program learning outcomes are supported across all M.S.E. courses. See Table 1 for a matrix of outcomes, courses, level of learning, knowledge/skills, and assessment measure/timing.

Table 1. UWRF School Psychology M.S.E. Learning Outcome by Course Matrix

Learning Outcome	Primary M.S.E. Courses where Outcome Addressed (and associated NASP domain in parentheses)	Level of Learning	Specific Knowledge/Skills Addressed (External Stakeholder = NASP)	Assessment Measures (Artifacts) & Timing
LEARNING OUTCOME 1: Graduates will demonstrate culturally responsive competencies.				
Objective A – Graduates will be able to show evidence of multiple school psychology skills and roles, including in the area of diversity and socially just practices	SPSY 651(N8) SPED 530 (N8)	Foundational knowledge	Equitable Practices for Diverse Student Populations (NASP #8)	Program Standards Met Checklist (*end of Year 2*)

Objective B – Graduates will be able to demonstrate emerging skills and characteristics related to diversity and socially just practices, as perceived by faculty ratings	SPSY 651(N8) SPED 530 (N8)	Foundational knowledge	Equitable Practices for Diverse Student Populations (NASP #8)	Readiness for Practicum Evaluation (*Spring of Year 2*)
LEARNING OUTCOME 2: Graduates will be able to collaborate successfully and problem-solve.				
Objective A – Graduates will be able to show evidence of multiple school psychology skills and roles, including in the area of collaboration	SPSY 744 (N1) SPSY 745 (N1) SPSY 701(N5) SPSY 752(N5) SPSY 795 (N9) SPSY 798 (N9)	Developing skills	Data-based Decision Making (NASP #1); School-wide Practices to Promote Learning (NASP #5); Research & Evidence-Based Practice (NASP #9)	Program Standards Met Checklist (*end of Year 2*)
Objective B – Graduates will be able to demonstrate emerging skills and characteristics related to collaboration, as perceived by faculty ratings	SPSY 744 (N1) SPSY 745 (N1) SPSY 701(N5) SPSY 752(N5) SPSY 795 (N9) SPSY 798 (N9)	Developing skills	Data-based Decision Making (NASP #1); School-wide Practices to Promote Learning (NASP #5); Research & Evidence-Based Practice (NASP #9)	Readiness for Practicum Evaluation (*Spring of Year 2*)
LEARNING OUTCOME 3: Graduates will be able to demonstrate a positive impact on others.				
Objective A – Graduates will be able to show evidence of multiple school psychology skills and roles, including in the area of emerging positive impact on others	SPSY 744 (N1) SPSY 745 (N1) SPSY 622 (N4) SPSY 747 (N4) COUN 732 (N4) SPSY 770 (N6) COUN 790 (N6) SPSY 722 (N6)	Developing skills	Data-based Decision Making (NASP #1); Mental Health & Behavioral Health Services (NASP #4); Services to Promote Safe & Supportive Schools (NASP #6)	Program Standards Met Checklist (*end of Year 2*)
Objective B – Graduates will be able to demonstrate emerging skills and characteristics related to assisting others' positive growth, as perceived by faculty ratings	SPSY 744 (N1) SPSY 745 (N1) SPSY 622 (N4) SPSY 747 (N4) COUN 732 (N4) SPSY 770 (N6) COUN 790 (N6) SPSY 722 (N6)	Developing skills	Data-based Decision Making (NASP #1); Mental Health & Behavioral Health Services (NASP #4); Services to Promote Safe & Supportive Schools (NASP #6)	Readiness for Practicum Evaluation (*Spring of Year 2*)

LEARNING OUTCOME 4: Grads will be able to demonstrate a broad foundation of knowledge/skills aligned with NASP.				
Objective A – Graduates will be able to show evidence of emerging knowledge/skills across multiple school psychology graduate education domains covered during the M.S.E. degree	All M.S.E. courses – See Table 2	Foundational Knowledge & Developing Skills (needed prior to practicum during the Ed.S. degree)	All NASP graduation education domains (NASP #1 to NASP #10)	Program Standards Met Checklist (*end of Year 2*)
Objective B – Graduates will be able to demonstrate foundational school psychology skills, as perceived by faculty ratings	All M.S.E. courses – See Table 2	Foundational Knowledge & Developing Skills (needed prior to practicum during the Ed.S. degree)	All NASP graduation education domains (NASP #1 to NASP #10)	Readiness for Practicum Evaluation (*Spring of Year 2*)
M.S.E. Student Exit Survey	NA	Foundational Knowledge & Developing Skills (needed prior to practicum during the Ed.S. degree)	Measures All Learning Outcomes and All NASP graduation education domains (NASP #1 to NASP #10)	End of M.S.E. Completion (May/June of graduation year)

Connection to External Stakeholders

Additionally, nearly every course in the UWRF M.S.E. Program is connected formally to a graduate education training domain required by the National Association of School Psychologists (NASP), the overseer of school psychology program accreditation. The entire program (the M.S.E. + the Ed.S.) is designed to comprehensively meet all of the domains. Specific M.S.E. assignments are assigned and collected in those classes to help measure the specific graduate education domains noted in Table 2. This process is described in more detail in the program's NASP accreditation materials and Candidate Assessment System.

Table 2. MATRIX for UW-RF M.S.E. COURSES by NASP DOMAINS

✔ = This course is a significant indicator of the NASP graduate education domain checked.	1. Data Based Decision-Making	2. Consultation and Collaboration	3. Academic Interventions & Instructional Supports	4. Mental Health & Behavioral Health Services & Interventions	5. School-wide practices to promote learning	6. Services to Promote Safe & Supportive Schools	7. Family, School, and Community Collaboration	8. Equitable Practices for Diverse Student Populations	9. Research & Evidence-Based Practice	10. Legal, ethical, and professional practice	Credits
SPSY 701: Intro to School Psychology										✔	3
SPSY 651 Diversity, Social and Cultural								✔			3
SPSY 622: Behavioral Assess & Intervent.				✔			✔				3
SPED 530: Exceptional Child								✔			3
COUN 790: Counseling Micro-Skills						✔					2
SPSY 745: Cognitive Assessment	✔										4
SPSY 795: Research & Program Evaluation									✔		3
SPSY 747: Mental Health Assess. & Interv.				✔			✔				3
COUN 732 Group Counseling				✔							3
SPSY 744: Academic Assess. & Intervent.	✔		✔								3
SPSY 752: Advanced School Interventions			✔			✔					3
SPSY 770: Pre-Practicum						✔					1
TOTAL for M.S.E. degree											34

How Out-Of-Classroom Experiences Impact All Learning Outcomes

Most out-of-classroom field experiences (practicum and internship) in the School Psychology Program do not occur during the M.S.E. degree portion of the program. Instead, they occur during the Ed.S. Degree portion of the program (Years 3 and 4 of the four-year 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, including a new **SPSY 770 Pre-Practicum** Course, that requires students to participate in a service learning project with the faculty (e.g., a suicide education and risk assessment service provided to a local school). See Table 3 for annual or ongoing examples of out-of-classroom experiences in the M.S.E. degree.

Table 3. M.S.E. Out-of-Classroom Experiences – Annual/Ongoing Examples

M.S.E. out-of-classroom experience	Type of experience	Timing	Learning Outcomes Addressed
SPSY 770 Pre-Practicum	*Second-year M.S.E. students take ½ credit of SPSY 770 in the fall and another ½ credit in the spring. This experience is intended to get students into the school setting and/or interacting directly with practicing educators*	*Second year of M.S.E. degree*	*LO1, LO2, LO3, LO4 (direct services to students, families, and collaborating with practicing educators)*
National School Psychology Week Guest Presenter	*Speaker brought in annually to replace one class meeting for all fall classes*	*2nd week of November – Since 2008*	*LO4 (wide range of school psychology topics)*
Conference travel (NASP, WSPA, MSPA)	*Conference options locally, regionally, and nationally.*	*WSPA Fall – October* *MSPA – January* *NASP – February* *WSPA Spring - March*	*LO1, LO2, LO3, LO4 (wide range of school psychology topics)*
Sigma Psi Tau Student Group for School Psychology Grad Students	*Leadership options for program students*	*Officer voting in the spring; serve one year following*	*LO2 (excellent leadership and collaboration experiences);* *LO3 (frequent volunteer or service work to promote the field)*
NASP, WSPA and MSPA Student	*Leadership options for program students*	*Application process in spring; serve one year*	*LO2 (excellent leadership and collaboration*

Representatives		*following*	*experiences);* *LO3 (frequent* *volunteer or service* *work to promote* *the field)*

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

IV.   VENUES FOR ASSESSING LEARNING OUTCOMES

Venues for all Direct Measures (and associated M.S.E. courses)

Previously in this document, in Table 1, all M.S.E. learning outcomes, associated courses, level of learning, type of skill/knowledge gained (NASP graduate education domain), and the overall direct assessment measure involved were outlined. Altogether, Table 1 reflected how the M.S.E. curriculum meets all four Learning Outcomes and Table 2 covers how the M.S.E. covers the majority (9/10) 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 M.S.E. program. A specific Readiness for Practicum evaluation occurs at the end of the M.S.E. (spring of 2nd year) to ensure students have the foundational knowledge and developing skills necessary to move into practicum, and the Ed.S. portion of the overall program.

Specific Artifacts for all Learning Outcomes

Previously in this document, in Table 1, all M.S.E. learning outcomes, associated courses, level of learning, type of skill/knowledge gained (NASP graduate education domain), and the overall direct assessment measure involved were outlined. The reader is referred to that table for a review. Specific Learning Outcome artifacts are noted on pages 2 to 5 of this document, and include a ***Program Standards Met Checklist, a Readiness for Practicum Rating Scale, and the M.S.E. Graduate Exit Survey***.

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

As previously noted, the comprehensive practicum and internship experiences required for the OVERALL program do NOT occur during the M.S.E. portion of the program (the first two years). Rather, they occur in years 3 and 4, during the Ed.S. portion of the program. As such, formal assessments for out-of-classroom learning experiences are not typically part of the M.S.E. degree. SPSY 770 Pre-Practicum is an exception; students are evaluated on their work in a service-learning project.

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

M.S.E. graduate exit survey data are collected annually in the summer following the granting of the M.S.E. 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 M.S.E. student exit survey.

Indirect Alumni Feedback
M.S.E. alumni survey data are not collected, as students do not actually complete the overall program until two years after earning the M.S.E (they remain Ed.S students after completing the M.S.E. degree). We only use alumni surveys two years after students complete the Ed.S. This is the logical thing to do as we are best viewed as one program with two highly related degrees earned along the way. We ask alumni to evaluate the entire program (M.S.E/Ed.S.) two years after earning the Ed.S. degree.

Indirect Employer Feedback
M.S.E. employer survey data are not collected, as students do not actually complete the overall program until completing the Ed.S. portion of the program, two years after earning the M.S.E. As such, we only use employer surveys two years after students complete the Ed.S. This is the logical thing to do as we are best viewed as one program with two consecutive and related degrees earned along the way. There are no employers to survey after the students earn the M.S.E. because they are not yet employed.

V.   PROCESS FOR ASSESSMENT

Scope and Depth of Program Assessment Cycle
Three key assessment measures are collected during the M.S.E. program. In addition to the notes below, they are summarized in Table 1, along with other related details.

1) *Program Standards Met Checklist* – At the end of the 2nd Year, program faculty advisers review student course progress and ensure key M.S.E. course objectives (covering an array of key knowledge/skills) have been met through course/assignment completion. A checklist of those Courses/Assignments/Objectives is available in Appendix A.

2) *Readiness for Practicum Evaluation* – In the spring of the 2nd Year, students are evaluated by their faculty advisor on their readiness to proceed into applied field work (the practicum placement). The evaluation includes questions related to important foundational school psychology skills and interpersonal and personal dispositions. Students must be evaluated as ready by their advisor. (See Appendix B).

3) *M.S.E. graduate exit survey* – At the end of the 2nd Year, 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 C).

Assessment of Modes of Delivery, Locations, and Duration of Courses
The M.S.E. 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.

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 2020 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; 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 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) National Association of School Psychologists (NASP) Program Accreditation/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 are built into specific courses and syllabi, ensuring their completion.
2) Assessment data review is built into program meetings, formally, at least 1x annually. Data results are discussed on an ongoing basis, too, as needed (e.g., when any outliers are noted and input is needed for change). 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., Canvas) and transferred to the program's network drive and summarized in a password-protected spreadsheet for data aggregation purposes. The spreadsheet is saved on the program's network drive and backed up on a flash drive 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 PIP-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
Assessment data review is discussed periodically (at least 1x annually, and as needed) during program faculty meetings. 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 program meeting agendas. Additionally, a program goal and action step planning sheet template is included in Appendix D. This planning sheet is included in each program meeting agenda 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. Notification of National Approval (NASP) has been communicated to program alumni and current students via email, social media, and on the program's physical bulletin board in the Wyman Education Building. All assessment processes and measures are available for student and public review on the program's webpage. These measures include clear rating procedures and benchmarks indicating passing levels and/or varied skill levels (e.g., needs improvement, emerging, proficient). In most 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 School Psychology Program Student Handbook.

The program's value statement concerning diversity.

The program's Candidate Assessment System links to all measures used to assess student progress in the M.S.E. and the Ed.S. programs.

The program webpage includes a summary of School Psychology Program student leadership experiences.

External Accreditation & Standards
The UWRF School Psychology Program has been accredited fully by the National Association of School Psychologists since 2013. A listing of M.S.E. courses and how they are connected to the 10 NASP Graduate Education Domains is included in Table 2.

Appendix A
Program Standards Met Checklist

This checklist shows how UWRF School Psychology Program courses are connected to NASP Graduate Education Domains and to which UWRF School Psychology Program degree. A full summary of the specific course objectives met by specific assignments is available in a longer document upon request.

UWRF School Psychology Program Courses	NASP Standards ("Domains") Met by This Course	M.S.E. or Ed.S.	Semester Completed
SPSY 745 Cognitive Assessment	**NASP DOMAIN 1** – Data-based Decision Making	**M.S.E.**	
SPSY 744 Academic Assess/Interv.	**NASP DOMAIN 1** – Data-based Decision Making	**M.S.E.**	
SPSY 769 School Consult & Collabor.	**NASP DOMAIN 2** – Consultation & Collaboration	**Ed.S.**	
SPSY 798 Independent Research	**NASP DOMAIN 2** – Consultation & Collaboration	**Ed.S.**	
SPSY 744 Academic Asses/ Interv.	**NASP DOMAIN 3** – Academic Interventions & Instructional Supports	**M.S.E.**	
SPSY 752 Advanced Interventions	**NASP DOMAIN 3** - Academic Interventions & Instructional Supports	**M.S.E.**	
SPSY 747 Ment. Health Asses/Interv.	**NASP DOMAIN 4** – Mental Health & Behavioral Health Services & Interventions	**M.S.E.**	
SPSY 622 Behavior Asses/Interv.	**NASP DOMAIN 4** – Mental Health & Behavioral Health Services & Interventions	**M.S.E.**	
COUN 732 Group Counseling	**NASP DOMAIN 4** – Mental Health & Behavioral Health Services & Interventions	**M.S.E.**	
SPSY 701 Intro to School Psych	**NASP DOMAIN 5** - School-Wide Practices to Promote Learning	**M.S.E.**	
SPSY 752 Advanced Interventions	**NASP DOMAIN 5** - School-Wide Practices to Promote Learning	**M.S.E.**	
SPSY 770 Pre-practicum	**NASP DOMAIN 6** - Services to Promote Safe & Supportive Schools	**M.S.E.**	
COUN 790 Counseling Microskills	**NASP DOMAIN 6** - Services to Promote Safe & Supportive Schools	**M.S.E.**	
SPSY 722 School Safety & Crisis Resp.	**NASP DOMAIN 6** – Services to Promote Safe & Supportive Schools	**Ed.S.**	
SPSY 622 Behavior Assess/Interv.	**NASP DOMAIN 7** - Family, School, and Community Collaboration	**M.S.E.**	
SPSY 712 Early Childh. Assess/Intv.	**NASP DOMAIN 7** – Family, School, and Community Collaboration	**Ed.S.**	
SPSY 651 Diversity, Social, & Cultural	**NASP DOMAIN 8** – Equitable Practices for Diverse Student Populations	**M.S.E.**	
SPED 530 Exceptional Child	**NASP DOMAIN 8** - Equitable Practices for Diverse Student Populations	**M.S.E.**	
SPSY 795 Research & Program Eval.	**NASP DOMAIN 9** – Research & Evidence-Based Practice	**M.S.E.**	
SPSY 798 Independent Research	**NASP DOMAIN 9** – Research & Evidence-Based Practice	**Ed.S.**	
SPSY 701 Intro to School Psych	**NASP DOMAIN 10** - Legal, Ethical, and Professional Practice	**M.S.E.**	
SPSY 740 Legal & Ethical Issues	**NASP DOMAIN 10** - Legal, Ethical, and Professional Practice	**Ed.S.**	
SPSY 742 Advocacy/Public Policy	**NASP DOMAIN 10** – Legal, Ethical, and Professional Practice	**Ed.S.**	

Appendix B
Readiness for Practicum Rubric

SCHOOL PSYCHOLOGY PROGRAM
UNIVERSITY OF WISCONSIN-RIVER FALLS
Readiness for Practicum and Ed.S. Program – Faculty Rating

School psychology faculty members and the Counseling & School Psychology Department Chair will each complete this form on behalf of each 2nd year School Psychology student. The results will be used to evaluate program progress and readiness for practicum. In some cases, the faculty may require the candidate to complete a Candidate Growth Plan before or during the practicum experience. In cases where significant improvement is required, a candidate may be denied access to practicum.

	Unacceptable	Needs Some Improvement	Adequate	Above Average	Exceptional	Cannot Rate
Initiative						
Dependability						
Verbal Communication						
Written Communication						
Flexibility/Adaptability						
Cooperation/Collaboration						
Independence						
Emotional Stability						
Leadership						
Organization						
Professional Ethics						

Willingness to work outside personal zone of comfort (i.e., desire to broaden experiences)					
Respect for Diversity					
Responsiveness to Feedback					

In your judgment, is this individual a good candidate for practicum? **YES NO**	
Recommendations:	
Candidate Name:	
Faculty Signature:	Faculty signature:
Faculty Signature:	Faculty signature:

Appendix C
M.S.E. Graduate Exit Survey

Please respond to the following questions with your perceptions of your experience of the UW-River Falls School M.S.E. 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 M.S.E. degree, I feel prepared with a foundation for beginning practicum
○ 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 M.S.E. 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 M.S.E. 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 M.S.E. 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 M.S.E. 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 M.S.E. 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 under supervision during practicum.

○ Strongly Agree

○ Agree

○ Slightly Agree

○ Slightly Disagree

○ Disagree

○ Disagree Strongly

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

○ Strongly Agree

○ Agree

○ Slightly Agree

○ Slightly Disagree

○ Disagree

○ Disagree Strongly

30) I feel prepared to begin my supervised practicum and 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) As I begin my supervised practicum, 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:

Appendix D
Program Goal & Action Step Planning Sheet (updated/modified annually, as needed)

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