

Assessment Plan

Professional Diploma Program In School Psychology Masters of Arts in Educational Psychology Department of Advanced Studies In Psychology Nathan Weiss Graduate College Kean University

Mission:

The Professional Diploma Program in School Psychology, which includes the Master of Arts in Educational Psychology degree, at Kean University has several related goals that are aligned with the University Mission. Following the practitioner-scientist model of training, the program, through its curriculum and applied experiences, has as its overarching program goal:

The preparation of school psychologists capable of the ethical delivery of effective evidence-based assessment/diagnostic and therapeutic/intervention services across school settings, in a variety of professional roles, and to diverse client populations in need of such services.

The Professional Diploma in School Psychology follows the training and practice standards of the National Association of School Psychologists (NASP), which is the primary professional development organization for school psychologists. NASP identifies ten domains, or areas of competency, for school psychology practice. They are: Data Based Decision Making and Accountability; Consultation and Collaboration; Intervention and Instructional Support to Develop Academic Skills; Interventions and Mental Health Services to Develop Social and Life Skills; School-Wide Practices to Promote Learning; Preventive and Responsive Services; Family-School Collaboration Services; Diversity in Development and Learning; Research and Program Evaluation; and Legal, Ethical, and Professional Practice

Assessment Process:

In order to become familiar with and competent in the ten domains identified by NASP, students in the Professional Diploma in School Psychology Program engage in a series of structured pedagogical and practical experiences across the entire program. During the three year program, student progress is assessed every year, through the following techniques: Qualifying/Competency Examinations; Supervisor Ratings; School-Based Projects; and Praxis/Licensing Examination.

The Assessment Process occurs across the three years of the Program, as follows:

In the first year of the program, students complete foundational courses in Developmental Psychology, Child Abnormal Psychology, Tests and Measurements, Learning Theory, Statistics, and the Evidence-Based Treatment of School-Aged Children. Students also receive an introduction to the field of School Psychology through a year long Professional Seminar, and take courses on Curriculum Development and Public School Administration. Student learning is assessed in three ways. The first, in the Spring of the first year, through a survey, completed by school-based supervisors, assessing student progress during their first practicum. The second, in the Summer of the first year, through a Qualifying Comprehensive

Examination that assesses students' knowledge of foundational courses in School Psychology, Psychometrics, and Education. The third, in the Spring of the first year, involves a case study project carried out through the student's school-based practicum. This project is evaluated by the course instructor via a faculty-developed rubric.

In the second year of the program, students complete courses in Cognitive Assessment, Academic Assessment, Behavioral/Socio-emotional assessment, Evidence-based Interventions in the Schools, Program Evaluation and Applied Research, School Consultation, Professional Seminar in Ethics and Law in School Psychology and Diversity in School Contexts. Student learning is assessed in four ways. The first, through a school-based case study intervention project conducted as part of PSYD 6030, Evidence-based Interventions in the Schools during the Fall. This project is evaluated by the course instructor via a faculty-developed rubric. The second form of assessment consists of supervisor ratings of practicum performance provided in School Consultation (PSYD 6070) during the Spring, where students are asked to develop a school consultation project and a school climate project. The school climate project is also used as an assessment tool (third form of assessment) and is evaluated by the course instructor via a faculty developed rubric. The fourth assessment tool involves a cross-cultural interview project carried out as part of PSYD 6080, Diversity in School Contexts, during the Summer. This project is evaluated by the course instructor via a faculty-developed rubric.

In the third year of the program, students complete a full—time externship in a local school district supervised by a certified school psychologist and by the University-based supervisor (PSYD 6090 and PSYD 6091). Students also attend a year-long Professional Seminar focused on applied research in the schools (PSYD 6100 and PSYD 6101). Student progress is assessed in four ways. The first, through supervisor rating forms, completed by the school-based supervisors. These surveys are completed several times per year and cover all of the Training and Practice Standards/Domains of the National Association of School Psychologists (NASP). These Standards/Domains are listed in the "Mission" section above. The second form of assessment involves a Comprehensive Examination in the Spring of the third year. This exam also covers the NASP Training and Practice Standards. Students' performance on the Comprehensive Exam is evaluated by faculty via rubrics. The third assessment tool involves a Positive Impact Project which students conduct over the course of their externship year in PSYD 6090 and PSYD 6091. This project requires student externs to assess a child or adolescent who is experiencing difficulties in school and to develop and implement an intervention plan to address these difficulties. This project is carried out with supervision and guidance from the school-based and University based supervisors. Student extern performance on the positive impact project is evaluated via a faculty-developed rubric. The fourth form of assessment requires students to take and pass the PRAXIS II Exam in School Psychology, which is also considered the National Certification Exam in School Psychology. This is a standardized test which covers all of the NASP Training and Practice Standards/Domains and is administered through the Educational Testing Service (ETS). Students can take this exam at any time during their externship year.

Program Student Learning Outcomes (SLOs) – as aligned with KU SLOs derived from the Institutional Mission* . (Data from Direct and Indirect Measures collected each semester in the methods noted above).

Students who graduate with a Professional Diploma in School Psychology should be able to:

SLO1: Elaborate their knowledge bases for both psychology and education, including theories, models, research, empirical findings, and techniques in the domains, and the ability to explain important principles and concepts. (KU 1, 4; GE K1, K2, K4, S1, S2, S5)

Direct Measures: Qualifying Examination (given to all students at the end of the 1st year of the program); Competency Examination (given to all students in the 3rd year of the program; passing the exam is required for graduation)

Indirect Measure: Graduating Student Survey

SLO2: Use effective strategies and skills in the domains to help students succeed academically, socially, behaviorally, and emotionally. (KU 1, 3; K1, S1, S2, S3, S5)

Direct Measures: Practicum Supervisor Ratings (obtained through field-based experiences in all three years of the program, in both the fall and spring semesters); School-and University- Based Projects (completed through several courses in the fall and spring semesters across all three years of the program, including PSYD 5000, PSYD 6000, PSYD 6030, PSYD 6060, PSYD 6100, and PSYD 6101)

Indirect Measure: Graduating Student Survey

SLO3: Apply their knowledge and skills by creating and maintaining safe, supportive, fair, and effective learning environments and enhancing family–school collaboration for all students. (KU1, 2, 3; K3, S1, 2, 5)

Direct Measures: Practicum Supervisor Ratings (obtained through field-based experiences in all three years of the program, in both the fall and spring semesters); Competency Examination (given to all students in the 3rd year of the program; passing the exam is required for graduation)

Indirect Measure: Graduating Student Survey

SLO 4: Ensure that their knowledge, skills, and professional practices reflect understanding and respect for human diversity and promote effective services, advocacy, and social justice for all children, families, and schools. (KU1, 2, 3; K3, S1, 2,)

Direct Measures: Practicum Supervisor Ratings (obtained through field-based experiences in all three years of the program, in both the fall and spring semesters); School-and-University-Based Projects (completed in various courses including PSYD 5001; PSYD 6030; PSYD 6060; PSYD 6080 (course in diversity); and PSYD 6100).

Indirect Measure: Graduating Student Survey

SLO 5: integrate knowledge and professional skills across the 10 domains of school psychology in delivering a comprehensive range of services in professional practice that result in direct, measurable outcomes for children, families, schools, and/or other consumers. (K2, K4; K1, 4, S1, 2, 3)

Direct Measures: Competency Examination (given to all students in the 3rd year of the program; passing

the exam is required for graduation); PRAXIS Examination (This is the National Certification Exam for School Psychology; students take this exam in the 3rd year of the program)

Indirect Measure: Graduating Student Survey

* KU Student Outcomes: *Kean University graduates should be able to:*

1. Think critically, creatively and globally;
2. Adapt to changing social, economic, and technological environments;
3. Serve as active and contributing members of their communities; and
4. Advance their knowledge in the traditional disciplines (GE) and enhance their skills in professional areas (Prof. pgms)