I. Introduction: The School Psychology program includes training in counseling techniques, the use of individual academic and psychological assessment tools, the introduction of behavioral interventions in the school and the home, consultation skills, techniques of program development and evaluation, special education law, and instructional strategies.

II. Assessment tools and data reports used for 2007-2008:

A. Praxis Test in School Psychology. This exam is given at the end of the second year in the program, prior to the beginning of an internship. The Praxis provides an overall score and composite scores for the following categories: Diagnosis and Fact Finding, Prevention and Intervention, Applied Psychological Foundations, Applied Educational Foundations, and Ethical and Legal Considerations.

B. Intern Field Supervisor Evaluation. We use the evaluation that is completed at the end of the spring semester of an intern’s academic year. These evaluations have the following categories: Personal Characteristics, Professional Responsibilities, Use of Data in Decision Making, Psycho-educational Evaluation Skills, Collaboration and Consultation Skills, SST/IEP Team Skills, Counseling Skills and Legal and Ethical Practice

III. Summary

A. Key findings –

1. Students passed the Praxis at a level which would qualify them as a National Certified School Psychologist. This indicates that the students are successfully achieving the student outcomes listed above. In addition, the average score in all composites is within the average range of test takers nationally.
2. On the Intern Evaluations students are expected to be achieving at a “3” or above (out of a 5 point scale). Overall rankings were between 4 and 5 on all composites. Consideration of individual items suggests that, though doing adequately, our students are least strong in their ability to consider programmatic issues on a systems level. They are ranked very high in their understanding of assessment data and ability to use data to make useful recommendations for students. They are also ranked high in the area of personal characteristics.

B. **Ways in which findings used to enhance program quality:** Findings are used by in faculty to reflect on the overall program and to plan for new student cohort groups.

C. **Significant insights about the assessment process:** Faculty will continue to use these assessment tools. The tools provide useful as well as helpful information for continued program planning and refinement.

D. **Next steps in implementation of this program assessment process:** We will continue with the Praxis and the Internship Evaluation. In addition, we are working to use Student Voice for collecting self-reported evaluations on the Internship and Early Fieldwork experiences. We hope to also create an assessment design that will allow us to compare student performance in the Early Fieldwork experience with their performance in the Internship, one year later.

E. **Learning Objectives for this program:**

1) continually develop professional skills through reflective practice, critical thinking and mindfulness of current research;
2) are cognizant of effective instructional practices and use this knowledge in fostering cognitive/academic development for all students;
3) conceptualize student needs from a developmental and ecological perspective;
4) are cognizant of prevention and intervention strategies that foster positive mental, physical and academic well being for both students and staff;
5) utilize a wide range of methods in assessing student needs, designing appropriate interventions and evaluating the effectiveness of those interventions;
6) utilize counseling and consultation approaches that reframe problems with the goal of developing strategies for solution;
7) implement problem-solving approaches that lead to problem solution within the school framework or to an appropriate outside referral;
8) collaborate with schools and parents in implementing interventions that promote positive outcomes for all students; and,
9) conduct themselves in a manner consistent with ethical and legal standards of the profession.