**Sacramento State Educator Preparation**

**2019 Program Assessment Report**

Program: School Psychology

Program Coordinator: Stephen E. Brock ([brock@csus.edu](mailto:brock@csus.edu), x9178)

1. **Candidate Information**

Total number of candidates enrolled in the program as of May 2019: **54**

Total number of candidates enrolled in the program whose performance/outcome are included in this report: **17**

**Table of Key Performance Assessments**

|  |  |  |  |
| --- | --- | --- | --- |
| Assessment Tool | Standards Assessed | Brief Description | Performance Criteria |
| School Psychology Praxis II Exam | 4, 5, 6, 8, 9, 10, 11, 17, 18, 19, 20, 21, 22 | Summative evaluation at end of 4th semester. Helps determine readiness for school psychology internship | Standard Score of 149 or higher |
| Masters Case Study Exam | 4, 5, 7, 10, 11, 13, 17, 20, 22, 23 | Summative evaluation at end of 4th semesters assessing the ability to apply theory to practice. Helps determine readiness for school psychology internship | Faculty rating of 80% or higher |
| Early Fieldwork Evaluations | 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 17, 19, 20, 21, 22, 23 | Formative/Summative evaluation at end of the 3rd and 4th semesters (data reflects the final summative evaluation) and documents that field supervisors view the candidate as ready for the school psychology internship. | All items rated a 3 (meets “standard”) or higher |

**Table of Additional Program Assessment Data**

|  |  |  |
| --- | --- | --- |
| Program Assessment/ Feedback Tool Title | Brief Description | Administration Details |
| Exit survey | Items are aligned to program standards. Candidates complete exit survey as part of credential application process. | Candidates complete this survey as part of the credential application process. This allows us to achieve a close to 100% response rate. |
| Alumni Survey | The Alumni Survey provides program completers who are working as in-service educators with an opportunity to identify areas of strength and weakness in their initial preparation. |  |

**2. Data Analysis and Narrative**

**PRAXIS II Total and Category Scores for 2019 Cohort**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **I** | | **II** | | **III** | | **IV** | |
| **Candidate** | **Total Score** | **Professional Practices, Practices that Permeate all Aspects of Service** | | **Direct and Indirect Services** | | **System-Level Services** | | **Foundations of School Psychological Service Delivery** | |
|  | RS | Ave? | RS | Ave? | RS | Ave? | RS | Ave+? |
| Criterion | 149 | 20-25 |  | 12-17 |  | 12-15 |  | 23-27 |  |
| 1 | 186 | 30 | Yes | 25 | Yes | 14 | Yes | 22 | No |
| 2 | 183 | 25 | Yes | 17 | Yes | 16 | Yes | 31 | Yes |
| 3 | 182 | 25 | Yes | 22 | Yes | 15 | Yes | 30 | Yes |
| 4 | 178 | 26 | Yes | 16 | Yes | 16 | Yes | 27 | Yes |
| 5 | 174 | 27 | Yes | 21 | Yes | 10 | No | 27 | Yes |
| 6 | 173 | 23 | Yes | 20 | Yes | 16 | Yes | 26 | Yes |
| 7 | 172 | 23 | Yes | 17 | Yes | 15 | Yes | 25 | Yes |
| 8 | 172 | 25 | Yes | 17 | Yes | 13 | Yes | 23 | Yes |
| 9 | 171 | 23 | Yes | 17 | Yes | 14 | Yes | 25 | Yes |
| 10 | 170 | 21 | Yes | 15 | Yes | 15 | Yes | 27 | Yes |
| 11 | 167 | 25 | Yes | 19 | Yes | 14 | Yes | 29 | Yes |
| 12 | 165 | 27 | Yes | 20 | Yes | 10 | NO | 20 | No |
| 13 | 164 | 21 | Yes | 13 | Yes | 12 | Yes | 27 | Yes |
| 14 | 163 | 24 | Yes | 12 | Yes | 9 | No | 27 | Yes |
| 15 | 162 | 21 | Yes | 12 | Yes | 12 | Yes | 23 | Yes |
| 16 | 162 | 22 | Yes | 18 | Yes | 14 | Yes | 21 | No |
| 17 | 161 | 26 | Yes | 18 | Yes | 12 | Yes | 27 | Yes |
| **Cohort Ave.** | **170.88** | **24.35** | **100%** | **17.59** | **100%** | **13.35** | **82%** | **25.71** | **82%** |

The School Psychology Praxis II exam is a comprehensive test used as part of meeting National School Psychology Certification. It was selected given it breath of coverage and is used to document readiness to begin the school psychology internship. 100% of the cohort passed the exam and the National School Psychology Certification standard. Test category scores were also analyzed. All students performed at least within the average performance range in categories I (none were below 20) and II (none were below 12). However, three students performed below average in category III (below 12) and three were below average in category IV (below 23).

**Masters Case Study Exam Results for 2019 Cohort**

|  |  |  |
| --- | --- | --- |
| **Candidate** | **Average Score Across Raters** | **Qualitative Descriptor** |
| **7** | **93.5** | High Pass |
| **13** | **89.5** | Passing |
| **7** | **94.5** | High Pass |
| **4** | **92.5** | High Pass |
| **9** | **97** | Merit Pass |
| **6** | **99** | Merit Pass |
| **3** | **94.5** | High Pass |
| **5** | **92.5** | High Pass |
| **10** | **89.5** | Passing |
| **14** | **90** | High Pass |
| **2** | **94.5** | High Pass |
| **16** | **97** | Merit Pass |
| **11** | **92** | High Pass |
| **12** | **94** | High Pass |
| **17** | **89** | Passing |
| **1** | **98.5** | Merit Pass |
| **15** | **94** | High Pass |

The School Psychology Masters Case Study exam is designed to assess the student’s ability to bridge the gap between theory and practice. This exam provides students with case study data and then asks questions that require them to apply their theoretical knowledge of school psychology practice to the case study. When combined with the Praxis exam, this test serves as the culminating experience for the Masters degree. This year there was a moderate correlation between these two tests (*r* = +0.34), suggesting that while related they are assessing separate aspects of their training. Within the 2019 cohort all candidates passed this exam (which requires a score of 80% or higher) and obtained an average score of 93.6% (*SD* = 3.08). This average score is associated with the qualitative descriptor of High Pass. More specifically, 3 candidates obtained “Passing” scores (85-89%) , 10 candidates obtained “High Pass” scores (90-94%), and 4 candidates obtained “Merit Pass” scores (95-100%).

**Early fieldwork Results for 2019 Cohort**

In the 2018-2019 academic year all fieldworkers were evaluated by their field supervisors. These evaluation forms were reviewed and signed by the fieldworker, the fieldworker’s supervisor(s) and the University supervisor. For the 2018-2019 academic year, all fieldworkers evaluated received scores of ‘3’ or higher (on a 1-5 scale, with 5 being “outstanding,” 1 being “poor,” and 3 considered to meet the early fieldwork “Standard”) in for 100% of the evaluation items. These evaluation results document that all of the 2019 cohort was ready for their internships while at the same time summarizing the student’s performance during their year of early fieldwork in school psychology.

The Exit Survey and Alumni Survey are new this year, thus at the time this report was written these data were not available.

**3. Data-Driven Program Decisions**

From the **Praxis exam** the annual program restructuring meeting considered how to increase attention to school/district system level services and the foundations of school psychology delivery. Regarding “foundations of school psychology” it was noted that many aspects of this area are a part of a course (EDS 247; Assessment of Special Needs) taken in the last semester and many students take the Praxis before the semester has ended. Thus, before making significant changes based upon the three students who scored below average it was recommended that future cohorts all be advised to take the Praxis exam later in their last semester before internship. Similarly, regarding “school/district system level services” it was noted that many aspects of this area are part of a course (EDS 246B; Preventive Psychological Interventions) taken in the last semester and many students take the Praxis before the semester has ended. Thus, as was just mentioned, it was recommended that future cohorts all be advised to take the Praxis later in their last semester before internship. In addition, we will do the following:

1. EDS 240, Functional Assessment of Behavior, will increase its emphasis on school-wide positive behavioral interventions and supports,
2. We will strive to have students be more involved in system level work during EDS 439, Early Fieldwork in School Psychology.
3. EDS 245, Psychology in the Schools, will increase its attention to system level considerations.

From the **Masters Case Study** exam the annual program restructuring meeting considered that fact that 100% of the cohort passed the exam and noted that such has been the case for the past several years. Consequently, it was suggested that these data did not suggest the need for any program changes.

From the **Early Fieldwork Evaluations** the annual program restructuring meeting was pleased to learn that 100% of the 2019 cohort demonstrated readiness to for school psychology internship. From these data no specific program modification were indicated.

Report submitted by: Stephen E. Brock, School Psychology Program Coordinator

Date: May 24, 2019

Program assessment discussion participants: Stephen Brock, Melissa Holland, Meagan O’Malley, Arlene Ortiz