

School Psychology Program Graduate Program Assessment Annual Report 2009

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I. Assessment Activities

A. Program Goals

1. Description of the Program

School Psychology is a profession that spans the disciplines of psychology and education. The School Psychology program at Marshall University is an educational specialist program (Ed.S) with a statewide mission that allows individuals to become certified school psychologists in West Virginia as well as other states. The program is National Association of School Psychologists (NASP) approved, and as a result, completion of the program results in graduates being eligible for certification throughout the United States. The program strives to allow students with diverse backgrounds and needs to complete the degree in a timely manner by offering flexible evening, weekend and internet based courses. The School Psychologist is a data-based problem solver who works with diverse populations in a variety of settings and is committed to quality comprehensive service delivery to students, families, schools and communities, with a strong understanding and respect for individuals.

2. Program Mission, Philosophy, and Goals

Marshall University outlines the mission of the university to which the School Psychology Program adheres. The mission of the School Psychology program at Marshall University is to provide quality graduate training in school psychology at times and places convenient to students. The program values lifelong learning and is committed to serving both full-time and part-time students. The program is also committed to serving the practicing school psychologist in the state of West Virginia and surrounding areas, and the children, youth, and families they serve.

The philosophy of the School Psychology Program at Marshall University includes the following:

1. Schools and communities should nurture the healthy development of all students, families, and communities.
2. All children can learn (in their own time and their own way).
3. The integration of the sciences of psychology and education can inform and improve schools.
4. The individual needs to be served within the context of his or her social/cultural world.
5. Individuals and schools operate within multiple systems.
6. Quality educational programming is best served by evaluating outcomes for students, families, and schools.
7. The maintenance of quality services over time is best ensured by a commitment to lifelong learning.

The goal of the School Psychology program at Marshall University is to prepare students to work as competent professionals in school systems. In order to achieve this goal, students must learn the roles of the school psychologist, such as assessment, counseling, consultation, prevention and program evaluation, as well as how school systems work on all levels. Program graduates must also be able to collaborate with all individuals involved in making these systems successful.

The Ed.S. program in School Psychology meets the West Virginia Department of Education requirements for certification as a school psychologist in West Virginia and other states. The program consists of 75 hours: 54 hours of coursework, 9 hours of practicum, and 12 hours of internship. Students are also required to write a thesis as well as pass the Praxis II specialty examination in School Psychology.

3. Learning Outcomes

The School Psychology program has developed and measures the following ten (10) learning outcomes:

1. Understand and apply the current knowledge base for school psychology.
2. Demonstrate skills in research methodology, problem solving and critical thinking.
3. Demonstrate the attitudes, knowledge and skills necessary to function effectively within the social setting of the school/agency, community and society as a whole.
4. Demonstrate the basic understanding of the application of technology in the practice of school psychology.
5. Demonstrate a basic understanding of human growth and development and apply this knowledge in the practice of school psychology.
6. Demonstrate a basic understanding of children with special needs and the ability to provide assistance within the least restrictive environment.

7. Demonstrate an understanding of cultural pluralism/diversity and the related implications for curriculum and instruction.
8. Communicate effectively with a wide variety of constituent groups including school/agency personnel, policy makers, parents and other community members.
9. Demonstrate self-direction so that they may become independent, self-confident professionals.
10. Demonstrate a commitment to continued professional growth and development and life-long learning.

Specifically for this evaluation process our learning outcomes were:

1. Candidates' skill in teaming will be evident through academic gains in students.
2. Candidates will intervene with students which will result in academic and behavior gains in students.
3. Candidates will demonstrate proficiency in assessment, counseling, consultation, prevention, and behavior management.
4. Candidates will demonstrate knowledge through application of skills to students.
5. Candidates will be able to communicate clearly and effectively to parents.

4. Student Population

The School Psychology Program is designed to serve the needs of school systems for school psychological services. There is a critical shortage of School Psychologists in the United States as well as in the state of West Virginia. Due to retirements, the shortage in West Virginia is increasing. As the only School Psychology Training Program in the State of West Virginia, the program gives preference to candidates from within West Virginia and the surrounding region.

Applicants to the Ed.S. Program in School Psychology must have a minimum undergraduate and/or graduate GPA of 3.0. Students must also obtain GRE (General Test) scores of 400 on either the Verbal or Quantitative sections, or a minimum total of 900 on both sections. As an alternative to the GRE, students may take the Miller Analogies Test. On this test, students must achieve a scaled score of at least 400 (raw score of 40). In addition, students must submit a sample of their professional writing (a scholarly paper on any subject) and a statement of their professional goals (1000 words or fewer).

The program has admitted an average of 20.3 students annually over the last three years, up from an average of 14.3 students for the three previous years. For the last three years, the program has admitted 17

students, 24 students, and 19 students respectively. This increase in number of students represents the efforts of the School Psychology faculty to increase the number of graduates to help with the critical shortage problem of School Psychologists. The program strives to graduate up to eighteen students per year consistent with NASP standards. Admitted students have exceeded admissions standards with this year's average GPA 3.30 and the average GRE score of 952 (both verbal and quantitative). (See chart below)

YEAR	2004	2005	2006	2007	2008	2009
<i>NUMBER ADMITTED</i>	11	10	20	19	24	17
<i>GPA</i>	3.18	3.29	3.52	3.36	3.46	3.30

Graduates of the Marshall University School Psychology Program are certified/licensed and employed as School Psychologists somewhere in the United States. The best measure of the academic success of the students is their performance on the Praxis II Specialty Examination in School Psychology. In past years, 100% of Marshall Graduates passed that examination with scores ranging from 161 to 179. The highest possible score is 200. The state passing score is 140. The median score was 169.6.

Therefore, consistent with previous years, all student interns pass Praxis at the appropriate time for graduation.

B. Data Collection

1. Program Viability

Because of the shortage of School Psychologists, both within the state and nationally, the number and quality of applicants continues to increase. As long as the program remains nationally approved (NASP approved), the number of applicants will always exceed the number of students accepted. NASP limits the number of students by the number of faculty members, and as a result, we are limited to 18 graduates per year. At the present time, the enrollment in the program is 50 students.

2. Program Productivity

a) Course Sections

Spring 2009		Summer 2009		Fall 2009	
SPSY 616	12	SPSY 603	15	SPSY 601	17
SPSY 618	16	SPSY 617	15	SPSY 619	13
SPSY 620	15	SPSY 700	2	SPSY 621	17
SPSY 624	18	SPSY 738	1	SPSY 622	5
SPSY 675	19	SPSY 740	8	SPSY 622	7
SPSY 700	1	SPSY 740	9	SPSY 674	12
SPSY 739	19	SPSY 750	7	SPSY 700	1
SPSY 740	1			SPSY 738	14
SPSY 745	6			SPSY 745	9
SPSY 745	5			SPSY 745	8
SPSY 751	11			SPSY 750	5

b) Field Experience

Dr. Sandra Stroebel serves as Coordinator of Field Experiences. Field experience is an integral part of the school psychology program and begins in the first semester of professional work. The purpose of the field experience is to provide an opportunity for students to apply theory into practice. It is an opportunity for students to interact with professionals in the field to ground their learning and aid in their development as emerging school psychologists.

Each student is required to have a school psychologist mentor (a practicing school psychologist who has volunteered to serve as a mentor for a school psychology graduate student in his or her geographic area) and an adoptive school (the adoptive school is a public school that has agreed to serve as a "home" for the student during his or her years in the program as he or she becomes socialized to the role of school psychologist). The mentor and adoptive school are selected during the first semester. Program faculty help students connect with potential mentors in their own areas.

Two Practicum experiences occur during the second professional year. These experiences occur at the student's adoptive school under the supervision of their mentor. The purpose of these two Practicum courses is to provide a process for integrating, applying, and expanding competencies, attitudes and values under the direction of a supportive mentor. A faculty member also provides supervision during this time.

The final Practicum occurs at the beginning of the student's third professional year and is directly supervised by program faculty and Susan Beck, an experienced School Psychologist. The expectation

for students is that they will apply their learning to practice by collaborating with other professionals in a summer school clinical experience.

The final field experience requires a commitment to a school system for a full academic year. This paid internship consists of 1200 hours (12 credit hours) which is required for certification as a school psychologist and meets stringent criteria specified by the program and the National Association of School Psychologists (NASP).

c) Technology

Technology is actively integrated throughout the program. All courses delineate the use of technology by students as well as use technology for course delivery. Technology is used through Blackboard as a research tool for scoring programs and students learn to use technology in instructional presentations such as PowerPoint. One-third of the School Psychology Program is delivered in a t-course format.

d) Faculty

The School Psychology program is staffed with three full-time equivalent faculty. Three full-time tenured or tenure-track faculty account for 2.5 FTE. The remaining faculty consists of appointments totaling 0.5 FTE. All faculty positions are presently filled with faculty holding the Ph.D. degree in School Psychology, who are fully certified, and are experienced school practitioners.

Fred Jay Krieg, Ph.D., Program Director; is a tenured full professor. His Ph.D. in School Psychology was awarded by The Ohio State University.

Stephen O'Keefe, Ph.D., is a tenured full professor with a joint appointment in the Department of Psychology and School Psychology. His Doctorate is in School Psychology from George Peabody College of Vanderbilt University.

Sandra Stroebel, Ph.D., is Associate Professor of School Psychology and obtained her Doctorate in School Psychology from the University of South Carolina.

The remaining faculty, constitute an equivalent of 0.5 FTE. Pete Prewett, Ph.D., is Associate Professor of School Psychology and holds his Doctorate in School Psychology from The Ohio State University. Ms. Susan Canterbury-Beck, M.A., Ed.S. is a certified School

Psychologist, serves as a site-supervisor for the summer practicum and validates all program competencies before students enter their internship year in the public schools.

e) Program Approval

The Marshall University School Psychology Program was granted NASP full approval effective January 1, 2008. This approval runs through December 31, 2010.

3. Student Evaluation Process

The School Psychology Program at Marshall University is committed to a system of ongoing student evaluation. This commitment to a data based decision-making model is used for the betterment of the program, the faculty, and the students. The Assessment System was developed as an ongoing, comprehensive approach to assess candidate performance. The assessment system is tied to program goals and objectives and domains of practice. The system is designed around three levels of student skill development: awareness, attainment, application. The School Psychology program is designed to be completed in a minimum of three years and a maximum of five years, depending on the number of classes in which students enroll in each semester. During the first two years of the program, students complete the first “A” of the triple A approach (Awareness). Students take courses in Professional Competency, Psychological Foundations, Research and Statistics, Assessment, Direct and Indirect service delivery. These foundation courses can be completed in minimum of two years but often will take a student a third year. The second “A”, Attainment, is completed through practicum courses beginning in the second year and culminating in the summer of the student’s final year. This year’s assessment process focused on the second A, Attainment, and specifically on the final practicum experience in the summer of 2009. The third “A”, Application, is completed during the internship which requires a commitment to a school system for a full academic year. This 1200-hour internship is required for certification as a School Psychologist and must meet stringent criteria specified by the program and the National Association of School Psychologists.

The second “A”, Attainment, occurs through the practicum experiences beginning in the second year and culminating in the final practicum SPSY 740, Summer Practicum, in which each student is observed by faculty to demonstrate their competencies. Assessment of professional skills are observed by faculty and evaluated on a daily basis through written feedback and also through daily program meetings. Students have an exit oral examination by summer school faculty. In addition, students complete a portfolio of their practicum experiences. Students have direct

contact with pre-school through eighth grade students' at all three tiers of interventions. Goal Attainment Scaling data is obtained in each area in which students interact with children, families, and other professionals. Successful completion of SPSY 740 will result in the student being granted permission to enter the internship experience which is evaluated according to the criteria stated in the Program Internship Manual.

4. Student Assessment: Summer Practicum

a) Summer Practicum Description

Marshall University conducts a summer enrichment program for five weeks every summer. This program takes place in Charleston, West Virginia. The program is four days per week and is from 7:30-12:30 for students K-8th grades. The program uses multidisciplinary graduate students from school psychology, literacy, school counseling, and special education programs attempting to obtain their licensure in their field. Each classroom has a team, including at least one student from each field, and the team must work together to provide the students with instruction delivered through activity based learning and includes many hands on experiences. The classrooms are multi-age and multi-ability. Each of the seven classrooms contain 6-7 graduate students. The program is a full inclusion model with special services provided in the regular classroom to allow graduate students practice skills they have learned in their classes (Krieg, Meikamp, O'Keefe, Stroebel, Trainers Forum, 2006).

b) Portfolios

The School Psychology program has candidates complete a series of portfolios of their work, compiled longitudinally or as indicators of ability/work at a particular point in time. The portfolios serve as a form of performance-based assessment which requires self-evaluation and reflection on part of the candidate before being evaluated at a year-end candidate review. The self-reflection of personal characteristics and portfolio review by faculty allows for periodic review and improvement and/or development of skills while still within the program.

Summer practicum candidates are required to submit a team and individual portfolio. The team portfolio is done collaboratively and includes the following: team mission statement, team logo, daily schedule and assigned responsibilities, attendance sheets, behavior management plan, group reflection log, sample exemplary lessons, curriculum based assessment, work samples from children, goal attainment scale data, and DIBELS scores. The portfolio is scored with the Marshall University School Psychology Program Portfolio Scoring Rubric. The portfolios are scored

on a three point scale; proficient, minimally acceptable, and unacceptable. Portfolios are evaluated based on organization, professionalism of product, completeness, well conceptualized reflection statement, and demonstration of positive growth in the program. A mean score of 2.7 or greater is required for passing. Team scores ranged from 2.7 to 3.0 with a mean of 2.83. (See Appendix V)

The individual portfolio is submitted by the School Psychology candidates and contains all of the course requirements including: assessment, individual counseling, group counseling, classroom guidance, instruction, behavior management, parent communication, consultation and teaming. The portfolios are reviewed at the exit interview and scored with Marshall University School Psychology Program Portfolio Scoring Rubric. The portfolios are scored on a three point scale; proficient, minimally acceptable, and unacceptable. Portfolios are evaluated based on organization, professionalism of product, completeness, well conceptualized reflection statement, and demonstration of positive growth in the program. A score of 2.7 or greater is required for passing. Individual scores ranged from 2.7 to 3.0 with a mean of 2.87. (See Appendix V)

c) *Formative/Summative Evaluation Form*

Evaluation of the skills of the School Psychology candidates is done through daily observation. Three on-site faculty supervisors and a volunteering former student utilize observation forms to evaluate the skills of the candidates. Candidates are required to be observed for each requirement including: assessment, individual counseling, group counseling, parent conferences, parent training, instruction, classroom guidance, instruction, consultation and teaming. The observation form is used by all disciplines involved in the summer school so it is modified slightly to meet our assessment needs. At the exit interview the observation forms are reviewed and a Summary Evaluation Form is completed. For each of the areas the students are evaluated as Superior (3), Adequate (2), or Insufficient (1). A mean score of 2.0 is required for passing. This past summer one candidate had a 1.88 and a remediation plan was developed due to incomplete assessments. As part of the plan, the candidate had to videotape herself completing the student evaluations. She then had to submit the scored protocols and videotape. The candidate was also required to schedule a parent conference to explain the evaluation with the supervising professor in attendance. Once the assignments were completed, the candidate was re-evaluated and obtained a passing score. (See Appendix III)

d) *Measurement of Team Cohesiveness*

Teams are groups that following the developmental stages of group: forming, storming, norming and performing. To demonstrate to students the evitable process of group dynamics, each student is asked to rate the cohesiveness of their team weekly. Data are collected using a 10 point Likert scale. At the end of the summer, the results are shared with the students during their program review meetings. Students discover independently that their results follow the process and that groups “cannot skip the dip.” This assessment data teaches the concept of collaboration in a dramatic experiential manner. For the faculty, these data provide information on how well our students are able to work collaboratively with other professionals. (See Appendix II)

e) *Parent Satisfaction*

It is the customary practice of the School Psychology Program to evaluate the level of parent satisfaction of the Marshall University Summer Enrichment Program. A 25 question survey using a Likert Scale of 1-5 is distributed to parents of students in the program during the last week of the summer program. This year, 39 surveys were returned with the scores ranging from 25-95 and a mean score of 84.5. Results of the survey indicated that parental satisfaction is directly related to parental involvement. An additional key finding was that parental satisfaction with staff is a strong indicator of overall parental satisfaction. Lastly, parents appeared to be most appreciative of the emphasis on teaching their children better reading skills.

5. Program Assessment: Candidate Impact Data

In addition to the evaluation of our candidates, our program assessment system is designed to prepare candidates and graduates who can provide a range of services that positively impact children, youth, families, and other clients. Information is collected through observation, client interview, and statistical analysis of outcome data. The program focuses on Goal Attainment Scaling (GAS) data for the summer practicum experience. Goal Attainment Scaling data is used to assess the impact of our candidates on preschool through 8th grade learning in ten professional skill areas. Scores in Goal Attainment Scaling range from +2 (more than expected) to -2 (less than expected) when assessing the amount of change a student makes in response to intervention. The results indicate candidates made positive impact on K-8th grade students in the areas of, prevention, individual counseling, group counseling, behavior management, consultation, academic intervention, psychoeducational assessment, and crisis intervention. Faculty supervisors measured candidates' impact on clients at the three tiers of intervention using Goal

Attainment Scale data in addition to the more traditional manners of observation and interview. The GAS summer 2009 practicum data is presented in Appendix IV.

The Marshall University Summer Practicum emphasizes quality reading instruction. In order to assess the impact of this instruction, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is administered initially to all students in the program. Those students whose scores fall into the some risk or at risk range are evaluated again within two weeks. At the end of the program, all students are again evaluated. As can be seen in Appendix I, students in all grades made progress with the largest gains being in the 4th through 7th grades. These gains are more than would be expected given the national norms for changes in scores over a 5 week period. Our students are working as instructors or as support to instructors helped to make significant changes in the reading skills of the students enrolled in our summer program.

II. Strategic Areas of Focus for 2009 and Beyond

A. Assessment Strategy for 2009

Beginning in the spring of 2009, we were informed by our Dean that the possibility of funding for the Marshall University Summer Enrichment Program was in jeopardy for the future. This program, which has been nationally recognized, and replicated by other school psychology training programs, is a cornerstone of our school psychology training program. A decision was made by our faculty at our Assessment Day meeting in April that, since this might be our last year for the program in its present format, that the focus of our assessment for this year should be on that program. Our goal was two-fold. First, we wanted to determine what were the strengths and weaknesses of our program. If we were in a position where we had to adjust the program, we wanted to know what would be essential and what would be deleted if the funding were diminished. Secondly, we thought that by gathering candidate outcome data on student achievement that we would provide data to make a case for the continuation of the program due to its impact on children and their families.

As a result of that goal, specific outcomes were developed for this assessment year. The program student learning outcomes were:

1. Candidates' skill in teaming will be evident through academic gains in students.
2. Candidates will intervene with students which will result in academic and behavior gains in students.
3. Candidates will demonstrate proficiency in assessment, counseling, consultation, prevention, and behavior management.
4. Candidates will demonstrate knowledge through application of skills to students.
5. Candidates will be able to communicate clearly and effectively to parents.

This report documents our evaluation of our program. It now appears that funding will allow this program to continue. Because these data were so powerful, our focus for the next several years will be to continue to collect these data to refine its value. It is difficult to make major decisions on one year's worth of data and perhaps unwise. For example, our 2008 data indicated our reading program was strongest in the lower grades and weakest in the upper grades. We focused on the upper grades and now it appears that we have reversed the trend (See Appendix I). We clearly need to review our program curriculum, our methods of building team cohesiveness, and continue to develop remediation strategies for struggling students. Specifically, we must strengthen our program at the Tier III level of intervention.

B. Continued Development/Refinement of Program Assessment System

In the Marshall University School Psychology Program assessment system is a systematic, ongoing, comprehensive approach to the assessment of candidate performance. The most recent assessment of candidate impact on K-12 students has yielded considerably more useful data for decision making about candidate performance and program effectiveness. Since our assessment system is tied to program goals and objectives, as well as NASP program standards for the profession, this evaluation process has resulted in significant improvement in program delivery, as well as modification of this assessment system itself. It is clearly a work in progress. As a result, a more meaningful and effective assessment system is being integrated into the learning experiences of our candidates and rather than just evaluating students on a course by course basis, we are making decisions about candidates based on a series of evaluation methods. The development of this comprehensive system is a dynamic process which the MU School Psychology faculty continues to develop. Our Annual Assessment Day activity was the development of our NASP Program Approval Assessment System. (See Appendix VI). It remains a challenge to assess student performance and integrate an accountability system which is data driven and results in consistent documentable decision making not only on the individual level, but on the programmatic level. Given the importance of this data for our students and our program, we have invested a considerable amount of time in the continuous development and refinement of this performance based assessment system and will continue to do so.

C. Program Approval

The most important issue to be addressed by the School Psychology Program is continued program approval. We continue to refine our assessment system by demonstrating the impact of our candidate's performance on K-12th grade students. All assessment instruments (Goal Attainment Scale, case study rubric, performance assessment by grades served and category and level of student, time logs, and portfolios) have been further refined or developed in order to meet NASP program approval standings.

D. Addressing Critical Shortages

There is a critical shortage of school psychologists in the nation as well as in the state of West Virginia. The aging of the profession, which had a significant start-up number when the Special Education Law first went into effect in 1975, is resulting in significant increases in retirements. Complicating this problem is the fact that there is an even greater need for school psychologists as a result of the Response to Intervention Model (RTI) which requires a well-trained school psychologist for effective implementation.

As the only School Psychology Training Program in West Virginia, the mission of our program has historically, and continues to be, to serve the State of West Virginia. We have accomplished this goal by increasing the number of graduates from our program and by offering satellite programs around the state including Parkersburg, Wheeling, and Fairmont. Due to lack of resources, we will no longer be able to provide off campus programs around the state in order to meet the critical shortage of School Psychologists in West Virginia. There is a great need in the eastern panhandle for School Psychologists and a strategy to deliver services in that region of the state needs to be developed. Our program must not allow limited resources to deter us from our mission.

III. Assistance Needed

School Psychologists are data-based decision makers. We believe that our program models what we teach: lessons of rigor in research. We are data-based decision makers who have used extensive data collection methods for candidate assessment and to document our candidates' positive effects on students in our schools. We are greatly limited by lack of graduate assistants in our program. The data that we have presented in this report from collection, to analyzing, to reporting has been done by faculty members without student assistance. Our students have missed a golden opportunity, to learn firsthand, the benefits and skills of program evaluation. The office of Student Assessment has access to graduate assistants which they could easily assign to programs. These graduate assistants would benefit greatly from the experience. Our program would benefit greatly because we would be able to generate increasing amounts of useful information to guide our decision making process.

Appendix I: DIBELS ORF by Grade

Grades	2nd		3rd		4th		5th		6th		7th		8th	
Teams	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Team 2	50.5	53.3												
Team 3	92.3	93.3												
Team 4			103.4	106.4	102.3	111.5	100.5	116.0						
Team 5					111.0	142.1	114.4	107.0	130.0	144.3				
Team 6							88.5	114.0	116.7	132.3	114.8	132.8		
Team 7									102.0	119.0	133.0	148.0	108.0	117.3
Average	71.4	73.3	103.4	106.4	106.7	126.8	101.1	112.3	116.2	131.9	123.9	140.4	108.0	117.3
Growth	+1.9		+3.0		+20.1		+11.2		+15.7		+16.5		+9.3	

Appendix II: Weekly Measure of Team Cohesiveness

THERMOMETER RATINGS*	July 1st	July 8th	July 15th
TEAMS			
Team 1	8.57	9.5	9.5
Team 2	8.3	6.0	8.58
Team 3	9.17	8.7	9.67
Team 4	8.0	8.5	8.5
Team 5	9.75	8.4	9.2
Team 6	7.3	8.4	8.5
Team 7	8.92	9.5	9.17
Average Weekly Score	8.57	8.43	9.02

*Based on a Likert Scale of 1-10

Appendix IIIa: Summary of Student Exit Interview Data (Summative Data)

SKILL	Participation	Data Based Decision Making	Counseling	Developmental Guidance
NAME				
Student 1	2	2	3	2
Student 2	3	3	3	3
Student 3	3	3	2	2
Student 4	2	3	2	2
Student 5	2	1	2	2
Student 6	2	2	2	2
Student 7	3	1	2	2
Student 8	2	2	2	2
Student 9	3	2	3	2
Student 10	3	3	3	3
Student 11	3	3	3	3
Student 12	3	2	3	3
Student 13	3	3	2	3
Student 14	2	3	3	3
Student 15	2	3	2	3
Student 16	2	3	3	3
Student 17	3	2	2	3
Class Average	2.53	2.41	2.47	2.53

SKILL	Behavior Modification	Consultation & Teaming	Parent Communication	Reception to Supervision
NAME				
Student 1	2	2	2	3
Student 2	2	2	3	3
Student 3	3	2	2	3
Student 4	3	3	2	3
Student 5	3	3	1	1
Student 6	3	3	3	3
Student 7	3	2	2	1
Student 8	2	3	3	3
Student 9	3	3	3	3
Student 10	2	3	3	3
Student 11	2	2	2	2
Student 12	2	3	3	3
Student 13	3	3	2	2
Student 14	2	3	2	3
Student 15	2	2	3	2
Student 16	2	2	3	3
Student 17	3	2	3	2
Class Average	2.47	2.53	2.47	2.53

Appendix IIIb: Cumulative Average of Exit Interview (Summative Data)

Name	Cumulative Student Average
Student 1	2.25
Student 2	3
Student 3	2.5
Student 4	2.25
Student 5	1.88
Student 6	2
Student 7	2
Student 8	2.38
Student 9	2.5
Student 10	2.88
Student 11	3
Student 12	2.75
Student 13	2.63
Student 14	2.63
Student 15	2.38
Student 16	2.63
Student 17	2.5
Average	2.49

Appendix IV: Goal Attainment Scale DATA

TIER I	
TEAM 1	2.0
TEAM 2	0.17
TEAM 3	0.38
TEAM 4	0.93
TEAM 5	0.56
TEAM 6	1.63
TEAM 7	1.25
Average	0.99
TIER II	
TEAM 1	1.5
TEAM 2	1.56
TEAM 3	1.75
TEAM 4	1.33
TEAM 5	0.39
TEAM 6	0.75
TEAM 7	0.56
Average	1.12
TIER III	
TEAM 1	1.2
TEAM 2	No Students
TEAM 3	No Students
TEAM 4	No Students
TEAM 5	0
TEAM 6	0
TEAM 7	1.4
Average	0.65

Appendix V: Portfolio Scores

Name	Portfolio Scores by Student
Student 1	2.7
Student 2	2.9
Student 3	2.9
Student 4	2.8
Student 5	2.7
Student 6	2.9
Student 7	2.9
Student 8	2.9
Student 9	2.8
Student 10	2.9
Student 11	2.9
Student 12	2.8
Student 13	2.9
Student 14	3
Student 15	2.9
Student 16	2.8
Student 17	3
Average	2.87

Portfolio Scores by Team	
Team 1	2.8
Team 2	2.8
Team 3	2.7
Team 4	3.0
Team 5	2.9
Team 6	2.8
Team 7	2.8
Average	2.83

Appendix VI

Faculty meeting: Assessment Day
April 8th, 2009
Faculty Present: Krieg, O'Keefe, Stroebel

NASP Program Approval

Data Collection Plan

Internship

GAS Data-10 Area Model & OH Model
Field Supervisor-Independent assessment of students -Aggregated
Intern Performance Assessment-Aggregated
Third Year Portfolio with Rubric based on NASP Competencies-Aggregated
Praxis II Scores-Aggregated

Summer Practicum

GAS Data-OH Model
Observations-Aggregated
Exit Interview-Aggregated
Practicum III Portfolio with Rubric based on NASP Competencies-Aggregated

Second Year

Second Year Portfolio with Rubric based on NASP Competencies-Aggregated
624 Comprehensive Evaluations (5)-Aggregated

First Year

First Year Portfolio with Rubric based on NASP Competencies-Aggregated

Other

Comprehensive Exam-Aggregated
Simulations?