

Dear NASP Approval Committee:

Attached you will find the rejoinder for the Educational Specialist Program in School Psychology at Indiana State University. Per directions this rejoinder will address the standards rated as “noncompliance” or “not adequately addressed”. The specific standards cited are 1.1, 1.2, 1.4, 2.1-2.11, 3.1 and 4.3. The rejoinder summarizes the weaknesses cited in the report and describes the programmatic revisions and efforts to address the areas of concern.

Overall, program improvement efforts have been substantial over the past 3 years with many revisions being implemented during that time. For example, program policies have been published and disseminated, a sequence of courses has been developed, and the outcome assessment has been enhanced and intensified. While many changes have been put in place, some have only recently been implemented and in some cases limits the amount of aggregate data that the program has available. As this data is gathered over time, it will serve to inform program development and improvement efforts. Program growth has been significant over the recent years and will continue as program faculty embrace a continuous improvement model.

Sincerely,

Damon Krug
Coordinator, Ed.S. School Psychology Program

NASP Folio
Conditional Rejoinder

Volume 1

Cover Sheets

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Overview and Matrix

Ed.S. Program in School Psychology
Indiana State University

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OVERVIEW

The school psychology program at Indiana State University has undergone significant change in the past three years. Many of these changes were in the early stages of planning or implementation when the original NASP folio was prepared in the summer of 2006. The feedback from NASP reviewers was extremely helpful in advancing program improvement efforts and has contributed to positive program revisions. The concerns highlighted in the 2006 NASP folio review process are briefly summarized below and are followed by the program's response and improvement/revision efforts.

Domain I

Standard 1.1

Review Comment: There does not appear to be a required course sequence which is published in all program materials. The program brochure suggests a "representative schedule", but this does not appear in other official documents available to all candidates. Transcripts indicate some inconsistencies in the sequence of course study. Program objectives are published in the Graduate Catalog, but do not appear in the Student Handbook, which is typically one of the major sources of information for candidates.

Response: Program faculty examined the curriculum and NASP training standards and developed a sequence of courses. The sequence of courses is published in both the Student Handbook (Appendix B, pages 8 & 9) and the program brochure (Appendix E). The sequence of courses will be published in the next graduate catalog. With the revised sequence of courses, a new set of program objectives were written and are published in the student handbook (Appendix B, pages 4 & 5).

Standard 1.2

Review Comment: Although the folio notes that "recruitment efforts focus on attracting a diverse population of students," there is little diversity among the students matriculating into the program. There is apparently a Cultural Psychology Committee which has not been active since 2004, but which will be reinstated. This could be a resource for developing specific initiatives designed to increase student diversity.

Response: Diversity continues to be a focus of recruitment efforts. One program faculty member, Damon Krug, has been involved in an international project which has resulted in four students from Morocco in the incoming cohort for Fall 2008. In an effort to recruit more diverse candidates, faculty will visit local colleges and universities, including Purdue University –Calumet, Indiana University-Northwest, and Indiana University Purdue University Indianapolis. These universities historically serve a more diverse population. The College of Education has recently undergone a cultural audit. An expected outcome is the formation of a task force or committee. Once the task force/committee is established, Damon Krug may serve on that committee.

Standard 1.4

Review Comment: According to vitae, only one faculty member appears to have a doctoral degree in school psychology (Dr. Krug). Dr. Kirby appears to have many years of experience in the field of school psychology; however, his doctorate is in Educational Psychology. The program faculty also includes Dr. Roberts-Pittman, who holds a doctoral degree in Counseling Psychology.

Response: Dr. Kirby retired in the Spring of 2007 and Dr. Margaret Corey was subsequently hired beginning in the fall of 2007. Dr. Corey has her doctorate in school psychology and is a licensed school psychologist. She has several years of experience working in the public schools and her areas of research/scholarly work are clearly aligned with the field of school psychology (Appendix C). With the addition of Dr. Corey, the three core school psychology faculty, Dr. Krug, Dr. Roberts-Pittman and Dr. Corey, includes two members with doctorates in school psychology, including the program coordinator Dr. Krug.

It should be important to note that while Dr. Roberts-Pittman's degree is in counseling psychology, she has had significant experience in the public schools. Currently, she is consulting with a local Middle School.

Domain II

Review Comments: The program's objectives for training do not appear to have been updated to reflect the NASP's domains of training and practice. For example, program objectives do not address knowledge and skills related to domains 2.3 (Cognitive/Academic Skills), 2.4 (Socialization and Development of Life Skills), 2.7 (Prevention, Crisis Intervention and Mental Health), 2.8 (Home/School/Community Collaboration), and 2.11 (Information Technology).

The program appears to address the Domains except as noted below. Some assessment of knowledge and skills appears to occur. For instance, the program appears to use a variety of performance-based methods that are course embedded, and similar approaches are used during the clinic-based Practicum. However, skills in many domains are assessed using traditional methods, e.g. grades. Overall, the assessment methods appear to be too limited in breadth and/or depth to show that domains are attained. In order to better document assessment and attainment, it is recommended that the program consider the following:

- *Clarify assessment methods used in courses, and the criteria and process by which assessment occurs.*
- *Add greater specificity to practica evaluations, assuring that a range of knowledge, skills and dispositions consistent with the NASP Domains are included and that evaluation criteria processes are clear. Practicum evaluations indicate that candidates are not engaging in activities intended for practicum evaluation. For example, evaluation forms indicate no data is available for items*

- assessing behavioral assessment and behavioral interventions, consultation and problem solving, and intervention planning, monitoring, and implementation.*
- *Develop and implement a comprehensive, performance-based assessment, including appropriate criteria and review processes that address relevant domains and is evaluated by program faculty. There are few policies describing the program's requirements for the portfolio, but it appears that students self-select products, which typically lack the rigor needed for evaluating domains. Evaluation criteria should also be considered to allow data collection.*
 - *Implement methods as needed to show assessment and attainment of the Domains*
 - *Collect and report the results of candidate scores on the PRAXIS II exam in School Psychology*

The above concerns about assessment and attainment resulted in all standards 2.1 to 2.11 being rated as NA. It is important that aggregated evidence be available for all domains and aggregated data specific to each domain must be reported. At a minimum, programs must report at least two years of aggregated attainment data for domains using the following three required assessment methods (1) state or national exam in school psychology; (2) internship evaluation by field supervisors, and (3) performance based assessment conducted by program faculty. Additional program assessments may be used and aggregated.

Response:

Program faculty began a thorough evaluation of program objectives, existing curriculum, courses, field experiences and assessments using the NASP training standards as a framework. Analysis of program objectives, confirmed the lapses noted by NASP reviewers. The analysis required a variety of changes with the program. A complete description of the curriculum changes are provided in Appendix A. To address domain 2.3 Cognitive and Academic Skills a new course was added PSY 603 Proseminar in Cognition and Learning. Also, the content SPSY 677 Behavioral Assessment and Intervention was changed to include direct assessment of academic skills including curriculum-based measurement and interventions in math, spelling, and written expression (See Appendix D).

To better cover Domain 2.4 Socialization and Development of Life Skills, the introduction of a preschool assessment class, SPSY 667 Preschool Psychoeducational Assessment and Intervention. This class includes instruction on adaptive behaviors. The behavioral aspect of Domain 2.4 is taught in SPSY 667 Behavioral Assessment and Intervention. Social aspects are included in SPSY 682 Personality Appraisal I. Cultural influences and appropriate interventions are covered in COUN 666 Multicultural Counseling (See Appendix D).

The coverage of Domain 2.7 was enhanced by several changes. First, the addition of EPSY 626 Child and Adolescent Psychopathology increased the didactic knowledge of candidates. Interventions for mental health issues were enhanced by the addition of COUN 666 Multicultural Counseling. Also, the focus of SPSY 785 Advanced Seminar in

School Psychology-Crisis Intervention was altered to focus on prevention and crisis intervention (see Appendix D).

Domain 2.8 Home/School/Community Collaboration has always been a strong component of the program with the requirement of SPSY 680 School Psychology Consultation. Program review did make changes mainly in the applied areas. First, parent collaboration has become a prevalent part of the practicum in the Porter School Psychology Center. Finally, the Ed.S. project, SPSY 792 Field Research Project, was revised to a case study format, including both a direct and an indirect intervention (Appendix D).

Instruction regarding Domain 2.11 information technology has been increased. The revised focus on information technology not only included computerized scoring of standardized tests, and use of computerized statistical programs, but added generation of curriculum-based measurements from the internet (SPSY 677 Behavioral Assessment and Intervention, Appendix D) and integration of video into presentation software (See Appendix B, page 13).

Having successfully completed the necessary curriculum changes, it was possible to rewrite the program's objectives to fully cover the standards of Domain 2. The objectives were published in the Student Handbook (Appendix B, pages 4 & 5).

Reviewer comments also focused on issues related to assessment. With respect to methods in courses, rubrics have been developed for course projects and are included in Appendix D.

Practicum evaluations were reviewed. Upon review, it was decided that some of the issues where candidates were rated as having no basis were important activities including behavioral assessments and interventions. Thus, the school psychology committee decided to keep the evaluation and to work with the practicum supervisors to incorporate the activities into the experience. Evaluations for the past year indicated fewer "no basis" ratings (Appendix Q).

The program engages in an annual review process of candidate performance. The candidates are evaluated in 7 areas: Academic Performance, Technology, Diversity/Multicultural, Clinical Work, Graduate Assistantships/Fellowships, Professional Development, and Professionalism and interpersonal skills. Input into this process includes ratings from faculty that have taught the students during the year, assistantship supervisors, practicum supervisors and faculty ratings of the annual portfolio. After the core school psychology faculty completes the review, the student is provided with the results in written format and is scheduled to meet with their program advisor to review the results. If necessary, improvement plans are developed. The annual portfolio used in this process was reviewed and revised. The areas to be included in the portfolio were realigned with the 11 NASP standards. Also, specific products to be included in the portfolio were listed for each domain. The requirements for the portfolio

and a list of items to be included in the portfolio were published in the Student Handbook (Appendix B, pages 15 & 16).

Assessments have been added to increase the evidence that candidates are meeting the standards. Many of the changes have focused on practicum casework. The practica for the program are sequenced along a continuum moving from high structure low independence to less structure and high independence. For the first year practicum, SPSY 678 Practicum in Psychoeducational Interventions, candidates are involved in a highly structured clinic. The clinic provides intervention services to members of the community with reading problems. Candidates are required to prepare a report including assessment data, description of intervention, progress monitoring data and recommendations on how parents can continue to assist their children (Appendix D Syllabus SPSY 678 Practicum in Psychoeducational Assessment).

During the second year, candidates participate in two practica. One practicum is in the Porter School Psychology Center. During this practicum, students provide services to members in the community. However, unlike the first year practicum, the difficulties presented to the candidates are more varied and can range from academic difficulties to behavioral issues. Candidates are given greater responsibility and independence. The candidates are required to develop an assessment, implement an intervention, monitor the effectiveness of the intervention and communicate with parents regarding the results and how to assist the child at home. The ability to perform these functions is assessed via a case presentation. This presentation has been revised to be the culminating project for the Masters of Education degree. The details of the presentation are outlined in the Student Handbook (Appendix B, page 9).

The second practicum during the second year is school-based. This practicum continues to move the student from the structure of the clinic to the less restrictive environment of the school. This practicum also continues to progress the candidates to higher level of independence as they perform the roles of a school psychologist. Evaluation of the candidates' skills is accomplished through four evaluations during the year. The four evaluations use two different forms- one long and one short. The long form covers all 11 standards of Domain 2. This form is used at the end of each semester. The short form is used at mid-semester points in October and February (Appendix Q).

A final addition to the assessment system is the restructuring of the Ed.S. project. The Ed.S. project was changed to be a case study conducted within a school field experience (Appendix B, pages 17-21; Appendices M & N). The case study is to include teacher (and parent if appropriate) consultation and focus on K-12 student learning outcomes. The Ed.S. project helps ensure that the students have the collection of skills which will allow them to effectively intervene with students with academic, behavioral, and social-emotional difficulties. Additional information regarding the above assessments is included below in the discussion of "Assessed" and "Attained" for each of the specific domains.

With respect to PRAXIS II scores, the revised program requires candidates to complete the PRAXIS II school psychology exam prior to beginning their internship. The current school psychology faculty collected and prepared three years of PRAXIS II scores. The first two years are from institutional reports for 2005-2006 and 2006-2007. The institutional report for 2007-2008 has not arrived at the university at the time of this report. The presented data for year 2007-2008 is based on self-reports from candidates completing the PRAXIS II exam. The data from all three years indicates that 80% or more of the candidates obtained passing scores (Appendix J).

With respect to minimum data requirements this rejoinder contains three years of PRAXIS II exam data (Appendix J). Two years of final internship ratings are presented in Appendix R. Data is also available for the Porter School Psychology Presentation (Appendix N), Annual Review which includes consideration of the portfolio (Appendix L) and ratings from the Ed.S. projects (Appendix N). It is important to note that since the program changes have only been implemented for one year, thus there is only 1 year of for the performance based assessment data.

Domain III

Review Comment: Candidates are enrolled in practica from the beginning of the program and appear to experience a wide array of diverse practica experiences. Some practicum experiences appear to have specific expectations, while others (SPSY 678) contain very little information regarding skill development, expected activities, or evaluation methods

Response: Faculty have reviewed the sequence of practica and have endeavored to move candidates from high dependence and structured situation to greater independence and less structure. Specifically, the practicum for SPSY 678 Practicum in Psychoeducational Interventions focuses on the candidates' participation in the READ clinic. During this clinic, candidates conduct prescribed assessment of reading skills and a highly structured intervention. Candidates also monitor student progress and modify the intervention in response to the data. From SPSY 678 Practicum in Psychoeducational Interventions the candidates progress to SPSY 686 Practicum in School Psychology. The practicum experiences during the second year include candidates participating in the Porter School Psychology Center and a school-based practicum. In the Porter School Psychology Center, candidates provide assessment and intervention services to members of the community. During this experience, candidates experience a wide range of referral questions, ranging from academic difficulties to behavior issues. Candidates have more independence in selecting the assessment tools, interventions and development of progress monitoring tools. Parental consultation is also included in this experience. The school-based practicum moves the student's from early dependence to functional independence within a school environment.

Domain IV

Review Comment: The program utilizes a variety of assessment measures to evaluate knowledge, skills and dispositions. Several assessment measures, e.g., internship

evaluation and the portfolio, as described, appears to lack methods necessary to evaluate the positive measurable impact on student learning.

The assessment system has been reconfigured. PRAXIS II exam scores are now required (Appendix B Student Handbook page 25). Second, the portfolio has been reformatted to match the 11 domains of Standard II (Appendix B Student Handbook pages 15 &16, Appendix K). To evaluate the candidates' ability to have an impact on student learning, they prepare reports for two cases from their practica – READ clinic (SPSY 678 Practicum in Psychoeducational Interventions) and Porter School Psychology Center (SPSY 686 Practicum in School Psychology). The reports include assessment of client, implementation of an intervention, progress monitoring, modifications of intervention and recommendations for parents. Finally, during internship, candidates complete the Ed.S. project which includes not only direct intervention but also a consultation intervention delivered by the classroom instructor (Appendix B, Student Handbook pages 17 - 20, Appendices M and N).

MATRIX

Standards, Comments, and Responses

Domain I

1.1 The program provides to all candidates a clearly articulated training philosophy/mission, goals, and objectives. An integrated and sequential program of study and supervised practice clearly identified as being in school psychology and consistent with the program’s philosophy/mission, goals, and objectives are provided to all candidates.

Review Comment: There does not appear to be a required course sequence which is published in all program materials. The program brochure suggests a “representative schedule”, but this does not appear in other official documents available to all candidates. Transcripts indicate some inconsistencies in the sequence of course study. Program objectives are published in the Graduate Catalog, but do not appear in the Student Handbook, which is typically one of the major sources of information for candidates.

Response:

The Ed.S program at ISU is unified by a mission to produce balanced well-educated practitioners of school psychology who apply the principles of psychology to improve the education and lives of all students. Key to this mission is the understanding of the foundations of psychological concepts and how they influence learning and the educational environment of schools. Data-based decision making is another strong element of our mission. This process not only includes the analysis of traditional norm-referenced assessment but also the analysis and integration of information from curriculum-based measurement, interviews, and observations. Thorough understanding of the different dimensions of the problem leads to effective interventions. However, the development of good interventions is not the job of a single person. Thus, our students are taught to develop collaborative interventions involving educational personnel and parents. Following the development of interventions, our students pursue implementation, evaluation and revision of the interventions. Appreciation of the importance of consideration of cultural diversity and family structure is emphasized throughout the program. Students are also included in the continuing development of new knowledge through research and participation in professional organizations. In conclusion, graduates of the ISU School Psychology Ed.S. program possess a solid background in psychological principles, comprehensive assessment and intervention skills, a thorough understanding of the problem solving process, the importance of engaging in collaborative processes, and an intense respect for issues of cultural and familial diversity.

Policy: The Ed.S. program in school psychology at Indiana State University provides a clearly articulated training philosophy/mission, goals, and objectives to all candidates. This program is clearly identified as school psychology in all materials i.e., Graduate

Catalog (Appendix F), program brochure (Appendix E), Student Handbook (Appendix B pages 4 & 5) and program website (Appendix B). The program's mission and the integrated and sequential program of study are included in the Ed.S. program brochure (Appendix E) and Student Handbook (Appendix B, pages 8 & 9) which is posted on the program website and thus available to all individuals requesting information about the program. This information can also be found on the program website at: <http://www1.indstate.edu/coe/cdcsep/edpsych/edsstudentinfo.htm> and the School Psychology Education Specialist Student Handbook (Appendix B). All incoming students receive the Student Handbook and the Graduate Catalog at Orientation before classes begin in the fall semester. Students also receive a blank Program of Study (Appendix G) during Orientation, and receive advisement during this time on how to complete it.

Practice: Blank Program of Study (Appendix G); Sample Completed Program of Study (Appendix G); Sample Student Transcripts (Appendix G)

1.2 A commitment to understanding and responding to human diversity is articulated in the program's philosophy/mission, goals, and objectives and practiced throughout all aspects of the program, including admissions, faculty, coursework, practica, and internship experiences. Human diversity is recognized as a strength that is valued and respected.

Review Comment: Although the folio notes that "recruitment efforts focus on attracting a diverse population of students," there is little diversity among the students matriculating into the program. There is apparently a Cultural Psychology Committee which has not been active since 2004, but which will be reinstated. This could be a resource for developing specific initiatives designed to increase student diversity.

Response:

In conjunction with Indiana State University and the College of Education, the Ed.S. program holds the respect for human diversity among our highest values. Our admissions standards are structured and objective, thus minimizing the influence of ethnic bias. Our recruitment efforts also focus on attracting a diverse population of students. Our faculty is diversified by both gender and ethnicity. The core faculty consists of two males and 1 female. Further, the female faculty member is the Director of Training for the Ph.D. program. The support faculty in the Department of Educational and School Psychology represent a group where 33% is of non European American ethnicity. Students are exposed to these faculty through required coursework, and also have the opportunity to work on research with them through assistantship assignments or their Ed.S project. The importance of cultural diversity is emphasized in several courses including introductory assessment and intervention classes, and practica experiences. Students are encouraged, and in some practica, required to work with culturally diverse students. While some practicum and internship sites are more diverse in their clientele than others, students are evaluated annually by program faculty and twice a semester by internship supervisors on their sensitivity to diversity issues and their ability to work with diverse clients.

The Graduate School has an individual specifically designated to serve as a recruiter of graduate students (Ms. Linda Laffoon). Among other duties, the recruiter visits College Fairs and similar events, specifically targeting institutions with diverse populations, and historically black institutions. In terms of faculty recruitment, all search committees are required by the University Office of Diversity and Affirmative Action to make substantial efforts to recruit diverse faculty. The department routinely utilizes individuals listed in the APA Office of Ethnic Minority Affairs Directory as potential contacts during searches. Search committees in the department also send job descriptions to departments of psychology and education at historically black and minority-serving colleges and universities as well as utilizing personal contacts to attempt to ensure a diverse pool of applicants.

Many of our students come from the West Central Indiana region which is non-ethnically diverse. However, our students represent a variety of cultural characteristics – urban vs. rural, differing levels of socioeconomic status, and learning proficiency. Thus, while our candidates may not be ethnically diverse, they do demonstrate diversity. The school psychology faculty continues to attempt to recruit both students and faculty from diverse backgrounds. Education regarding diversity is addressed in didactic coursework, through practica and internship experiences, and through additional experiences. This will be addressed in greater detail in Domain 2.5.

The school psychology faculty has engaged in recruitment efforts and plans to continue this effort. One program faculty member, Damon Krug, has been involved in an international project which has resulted in four students from Morocco in the incoming cohort for Fall 2008. Recruitment efforts will continue with faculty visits to local colleges and universities, including Purdue University –Calumet, Indiana University-Northwest, and Indiana University Purdue University Indianapolis. These universities historically serve a more diverse population.

Policy: This program is embedded within a university (<http://www.indstate.edu/diversity/>), college (<http://www1.indstate.edu/coe/diversity.htm>), and department whose mission statements reflect their value of diversity (see Appendix H). The Department of Communication Disorders and Counseling, School, and Educational Psychology reaffirmed the Diversity statement in May 2007; this statement is included in the Student Handbook (Appendix B, page 5). Additionally, our value and respect for diversity is incorporated within the program’s mission, which is located in the Student Handbook (Appendix B page 4).

Practice: Sample Student Transcripts (Appendix G); Course Syllabi (Appendix D); Phone Interview Form (Appendix I); Tables 1 and 2 (below)

Table 1
Ed.S. Students' Ethnicity for 2001 – 2006

Year Admitted	Caucasian	African-American	Other	Asian	Hispanic	Total
2000 - 2001	6		1			7
2001 -2002	6					6
2002 - 2003	3		1			4
2003 - 2004	8	1				9
2004 – 2005	17					17
2005 - 2006	14	1		1		16
2006 - 2007	9					9
2007 – 2008	3		4			7
Total	66	2	6	1		75

Table 2
Ed.S. Students' Gender for 2001 – 2006

Year Admitted	Male	Female	Total
2000 - 2001	1	6	7
2001 -2002	0	6	6
2002 - 2003	0	4	4
2003 - 2004	0	9	9
2004 – 2005	4	13	17
2005 - 2006	3	13	16
2006 – 2007	1	8	9
2007 – 2008	1	6	7
Total	10	65	75

1.4 The program possesses at least three full-time equivalent faculty. At least two faculty members (including the program administrator) shall hold the doctorate with specialization in school psychology and be actively engaged in school psychology as a profession. Other program faculty possess the doctoral degree in psychology, education, or a closely related discipline with a specialization supportive of their training responsibilities in the school psychology program.

Review Comment: According to vitae, only one faculty member appears to have a doctoral degree in school psychology (Dr. Krug). Dr. Kirby appears to have many years of experience in the field of school psychology; however, his doctorate is in Educational Psychology. The Program faculty also includes Dr. Roberts-Pittman, who holds a doctoral degree in Counseling Psychology.

Response: Dr. Kirby retired in the Spring of 2007 and Dr. Margaret Corey was subsequently hired beginning in the fall of 2007. Dr. Corey has her doctorate in school

psychology and is a licensed school psychologist. She has several years of experience working in the public schools and her areas of research/scholarly work are clearly aligned with the field of school psychology (Appendix C). With the addition of Dr. Corey, the three core school psychology faculty, Dr. Krug, Dr. Roberts-Pittman and Dr. Corey, includes two members with doctorates in school psychology, including the program coordinator Dr. Krug.

Dr. Corey received a Ph.D. in School Psychology from Indiana State University in 2005. While completing her course work Dr. Corey was employed by ISU's Preparing Tomorrow's Teachers to Use technology (PT3) Grant, assisting with program evaluation. During this time she began her research agenda in the areas of Assistive Technology and Universal Design for Learning, which resulted in several publications and presentations. In addition, Dr. Corey worked for Old National Trail Special Services Cooperative in Greencastle, IN on a contract basis, completing her school-based internship there, as well. In 2004 Dr. Corey began working for Covered Bridge Special Education District in Terre Haute, IN, filling a slot vacated by a school psychologist and completing her doctoral internship at the same time. While at Covered Bridge, Dr. Corey served on several committees and helped to implement guidelines for educating students with Autism Spectrum Disorders, identifying students with learning disabilities, and training teachers to complete functional behavioral assessments and behavioral intervention plans. She also represented Covered Bridge at state-level meetings to participate in discussions regarding the implementation of the Response to Intervention model in Indiana schools. Dr. Corey joined the School Psychology faculty at ISU in August 2007. Since then she has submitted two grant proposals, one of which examines the impact of the Student Success Skills™ program in inner city schools, and the other to obtain wireless laptop computers and educational software for use in Porter School Psychology Center at ISU. Both grants were funded through internal sources. Most recently, Dr. Corey submitted a Career Grant proposal to the National Science Foundation entitled School Neuropsychology, Technology, and Learning.

Dr. Krug earned his doctorate in school psychology from Ball State University in 1990. He has had a variety of work experiences in both the academic and practical fields. He started his career in 1990 at the University of Wisconsin –LaCrosse. After completing a year long visiting assistant professorship, he went to the Center for Talented Youth at John Hopkins University. As a research associate, Dr. Krug managed large data bases, conducted analyses, prepared presentations, and assisted in the development and writing of research. Dr. Krug then left academe and became an educational consultant for PRC (formerly Planning Research Commission, now a subsidiary of Black and Decker), where he specialized in program evaluation for migrant education and neglected and delinquent youth. From there, Dr. Krug returned to the public schools and worked as a school psychologist for the Kokomo Center Township. Dr. Krug assumed the responsibilities of a typical school psychologist. He then returned to academe and served five years at Governors State University. While at Governors State University, Dr. Krug became heavily involved in the Flexible Service delivery system used in Illinois. This delivery system is based on the problem solving model from Iowa and is closely related to Response to Intervention (RtI). Dr. Krug took this experience and returned to the public

schools. Prior to joining the faculty at ISU, Dr. Krug worked with the Greater Lafayette Area Special Services (GLASS). While at GLASS, Dr. Krug assisted in the adaptation of an RtI based model, which was piloted in ten elementary schools. Dr. Krug participated in the development and writing of the proposal, facilitated contact with professional speakers, and provided staff development workshops. While being at ISU, Dr. Krug continues to consult with GLASS and is involved in providing professional development workshops on RtI. He has also been involved with evaluation of the Voyager reading program and is developing research lines in the assessment of reading comprehension.

Dr. Roberts-Pittman has a doctorate in Counseling Psychology from Indiana State University as well as a master's degree in Marriage and Family Therapy from ISU. In addition, she is an AAMFT Approved Supervisor. She holds licenses as a psychologist and a marriage and family therapist. Also, she was a certified addictions counselor for nearly eight years. She has specialized training in disaster mental health from the American Red Cross as well as specialized training in mediation. Previous work experiences include over 10 years of clinical practice for the largest mental health center in the state of Indiana providing direct service to children in the schools. Specifically, these children were those receiving special education services in the schools. Clinical work in the schools included assessments, individual and group counseling (groups focusing on anxiety, peer relationships, anger management, coping skills, social skills, and substance abuse prevention), consultation, and crisis intervention. She developed and supervised the Family Preservation Program for Vigo County and provided direct services to these children in the schools and in their homes. These children were first time juvenile offenders at risk of being placed out of their homes in more restrictive placements. One key outcome measure of this program was to maintain these children in the public school system. She has years of experience with children in group homes, foster care, and residential facilities and transitioning these children from these placements back to public school systems. She was a team member for the systems of care effort to maintain high risk youth in Vigo County. While on her pre-doctoral internship, she worked in a group home facility assisting children in the school system. Her current clinical practice includes work in a private setting specializing in children with behavioral and emotional issues. She is also contracted to conduct psychoeducational assessments for a local Charter School as well as provides weekly supervision for a small community health setting where staff provide services to children including services in the public schools.

Domain II

2.1 Data based decision making and accountability:

School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions

about service delivery, and evaluate the outcomes of assessment of services. Data-based decision-making permeates every aspect of professional practice.

Response: Assessment skills are taught through a series of classes. Cognitive assessments for school aged and preschool students are taught through the courses SPSY 666 Cognitive Assessment and Intervention and SPSY 667 Preschool Psychoeducational Assessment and Intervention, respectively. SPSY 677 Behavioral Assessment and Intervention includes instruction for both behavioral assessments and direct academic skills assessments, including curriculum-based assessments. Social-emotional assessment is taught in SPSY 682 Personality Appraisal I. The application of the assessment skills is integrated into a variety of practica. The first practicum, SPSY 678 Practicum in Psychoeducational Interventions, requires the candidates to conduct curriculum-based measurements, implement reading interventions, monitor students' progress and adjust the intervention based on progress-monitoring data. SPSY 686 Practicum in School Psychology increases the requirements of casework to include comprehensive assessment and collaboration with family supports. Finally, during internship the candidates are required to complete a case study including assessment (SPSY 792 Field research Project), research citations to support intervention, implementation of direct and indirect interventions and monitoring of both interventions.

To further enhance the assessment and intervention skills, the students are provided with significant base knowledge in psychological processes. These foundations include developmental psychology, EPSY 621 Development through the Lifespan, cognitive psychology, PSY 603 Proseminar in Learning and Cognition, abnormal psychology, EPSY 626 Psychopathology in Adolescents and Children, physiological psychology, EPSY 628 Biological Bases of Behavior and psychological theories, EPSY 624 Survey of Psychological Theories. This knowledge provides the candidates with the psychological foundations to interpret assessment results and to develop effective interventions.

Assessed: As stated above the assessment system for the courses have changed. First checklists have been developed and implemented for the cognitive instruments. Projects requiring data-based decision making, intervention implementation and progress monitoring are dispersed throughout the program. The first case is required during the first year practicum, SPSY 678 Practicum in Psychoeducational Interventions. A more independent case evaluation is required during the second year practicum in SPSY 686 Practicum in School Psychology and is presented as a part of the earning of the M. Ed. Finally, during internship a case study is written which includes two levels of interventions – a direct intervention implemented by the student and an indirect intervention, developed through consultation and implemented by the teacher (SPSY 792 Field Research Project).

Case reports from the practicum experiences are required materials for the annual portfolio. Psychological foundations are assessed by the PRAXIS II School Psychology exam.

Attained: All students who submitted case studies for SPSY 678 Practicum in Psychoeducational Interventions obtained passing grades (Appendix S). Students, who enrolled in SPSY 686 Practicum in School Psychology in 2008, all obtained ratings of meeting or exceeding standards as the overall score (Appendix Q). For the Ed.S. project (SPSY 792 Field Research Project), all of the students enrolled in internship for academic year 2007-2008 obtained passing grades (Appendix S). Finally, for the past three years 80% or more of the candidates have obtained passing scores on the Praxis II school psychology exam (Appendix J). Examination of annual evaluation, which includes consideration of the portfolio, indicated that all first and second year students enrolled in the program for academic year 2007-2008 demonstrated scores of meeting standards or exceeding standards for the Domain area (Appendix K). Practicum and internship evaluations for the past two years have indicated ratings that met or exceeded standards (Appendices Q and R).

2.2 Consultation and Collaboration:

School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

Theory and specific approaches related to the consultation process are specifically taught through SPSY 680 School Psychology Consultation. Other courses including SPSY 666 Cognitive Assessment and Intervention, SPSY 667 Preschool Psychoeducational Assessment and Intervention, SPSY 678 Practicum in Psychoeducational Interventions and SPSY 682 Personality Appraisal I all focus on interpretation and explanation of test results. Within each class, the importance of being tactful, honest, and respectful in describing test results and collaborating with others to meet the student's needs is emphasized.

Application of the didactic skills is assessed through classroom assignments and practicum experiences. SPSY 680 School Psychology Consultation requires the completion of a consultation project conducted within a school setting. During the second year as a part of SPSY 686 Practicum in School Psychology candidates participate in the Porter School Psychology Center (PSPC). The PSPC provides school psychology services to the community. Clients of the clinic receive both assessment and intervention services. Part of the intervention for all school-aged clients involves parental consultation. Thus, students are required to not only provide feedback to the client and the client's parents, but to develop an intervention complete with progress monitoring that can be completed by the parent. A report from a completed case is required for presentation to meet the requirements of the course and the M.Ed (Appendix B, page 9). Finally, during internship, the student has to complete the Ed.S. project (SPSY 792 Field Research Project). This project requires the development through consultation of an intervention to be administered by the classroom teacher. The impact of the intervention is tracked through progress monitoring and revised accordingly.

Assessed. The candidates' development of consultation skills are assessed through ratings of three completed projects- classroom consultation project, PSPC case presentation, and the Ed.S. project. The demands of each project build on one another. The SPSY 680 class project focuses on consultation in a highly structured situation. The PSPC presentation requires more independence and includes both direct and indirect intervention. The Ed.S. project requires the implementation of consultation skills within a classroom at a school where the student has limited experience. The consultation project and other examples of collaboration are required to appear in the annual portfolio.

Attained. All students completing SPSY 680 obtained passing scores for the class (Appendix S). All students participating in the PSPC demonstrated performance at or above standards (Appendix P). All students enrolled in SPSY 792 obtained a passing grade (Appendix S). Annual evaluations which includes consideration of the portfolio indicated that all students met or exceeded standards within this area (Appendix L).

2.3 Effective Instruction and Development of Cognitive/Academic Skills:
School psychologists have knowledge of human learning processes, techniques to assess their processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

Review Comment: With regard to instructional interventions, there is a course on Diagnosis, Treatment and Management of Reading disabilities (SPSY 670), but interventions for other academic areas (mathematics, writing) were not addressed in coursework. See above concerns about assessment and attainment.

Foundation knowledge of cognitive psychology is taught through PSY 603 Proseminar Learning and Cognition. This course provides the theoretical understanding of why interventions work and the raw material for the development of new interventions. Interventions for academic difficulties are embedded within the assessment classes for each area. Interventions for cognitive skills are included within the instruction for SPSY 666 Cognitive Assessment and Intervention. Behavioral assessments and interventions are included within the behavioral assessment class SPSY 677 Behavioral Assessment and Intervention. This class also provides instruction on academic interventions for math, writing, and spelling. Candidates are also required to describe three interventions for an academic area, excluding reading, and behavioral issues. Because of the high frequency and importance of reading difficulties, SPSY 670 Diagnosis, Treatment, and Management of Reading Disabilities targets reading interventions. Indirect assessment skills are taught through the consultation class, SPSY 680 School Psychology Consultation.

The application of these skills is practiced through a series of practica. Reading interventions are the main focus of the SPSY 678 Practicum in Psychoeducational Interventions. During this practicum, students participate in the READ clinic. For this experience, candidates provide direct intervention with school-aged students from the community in a clinical setting. Since reading is the sole focus, the assessment conducted by the school psychology candidate is focused and prescribed. The interventions are prescribed by the director of the clinic. During the second year of the program, the candidates are enrolled in the Porter School Psychology Center as a part of SPSY 686 Practicum in School Psychology. During this experience, candidates assess students from the community, develop and implement interventions, monitor student progress and alter the intervention accordingly. In the Porter School Psychology Center, the referring problem of the clients varies greatly. The issue may be academic or behavioral. This experience expands the candidates' assessment and intervention skills. Candidates present one of their cases in a case presentation during the second semester.

Assessed: Knowledge of interventions is assessed through the PRAXIS II exam. Application of the intervention skills is assessed via the consultation project for SPSY 680 School Psychology Consultation and the reports from SPSY 678 Practicum in Psychoeducational Interventions and SPSY 686 Practicum in School Psychology. All of the reports and projects are required for the annual portfolio.

Attained: For the past three years, 80% or more of the reporting students earned passing scores on the PRAXIS II exam (Appendix J). All students have passed SPSY 680 School Psychology Consultation, SPSY 678 Practicum in Psychoeducational Interventions and SPSY 686 Practicum in School Psychology (Appendix S). Annual reviews which includes consideration of the portfolios indicated that student met or exceeded standard in this area (Appendix L).

2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess processes and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School Psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to consultation, behavioral assessment/intervention and counseling.

The candidates learn assessment and interventions for behavioral and emotional issues from two didactic classes, SPSY 677 Behavioral Assessment and Interventions and SPSY 682 Personality Appraisal I. SPSY 677 Behavioral Assessments and Interventions provides didactic knowledge related to behavioral assessment and intervention. SPSY 682 Personality Appraisal I provides training on assessment and intervention of emotional issues. The skills taught in these classes are augmented by the consultation skills and counseling skills taught in SPSY 680 School Psychology Consultation and

COUN 533 Techniques of Counseling, respectively. The counseling skills are enhanced through COUN 666 Multicultural Counseling. The candidates are also taught to assess and develop interventions for adaptive behaviors in SPSY 667, Preschool Psychoeducational Assessment and Intervention.

Assessment data is interpreted through developmental theory which the candidates learn in EPSY 621 Development through the Lifespan. Developmental theory leads to implementation of appropriate interventions. Progress monitoring is a skill which is initially taught during the first semester of the program in SPSY 677 Behavioral Assessment and Intervention. Progress monitoring is an essential feature of each of the three major case write-ups the candidates conduct – 1) Reading intervention for SPSY 678 Practicum in Psychoeducational Interventions, 2) Porter School Psychology Center presentation as a part of SPSY 686 Practicum in School Psychology and the Ed.S project, SPSY 792 Field Research Project. While the above projects focus on direct interventions, the candidates are progressively moved towards a collaboration model. The groundwork is put forward during the practicum in the Porter School Psychology Center. During this experience, candidates work with children from the community and their parents. Further, each session is followed by a group de-briefing sessions where students receive feedback from their peers and the professor. The feedback sessions often lead to changes in interventions. Consultation skills are specifically taught in SPSY 680 School Psychology Consultation, which culminates in a collaborative school-based intervention. Finally, school-based practica and internships require the students to work with Case Conference Committees and Problem-solving teams at their schools.

Assessed. The applied skills of assessment are assessed through case write-ups required in SPSY 682 Personality Appraisal I and 678 Practicum in Psychoeducational Interventions. The cases are also required materials for the student's portfolio. Knowledge of theory and intervention skills is assessed via course projects in SPSY 621 Development through the Lifespan, SPYS 680 School Psychology Consultation, COUN 533 Techniques in Counseling, SPSY 682 Personality Appraisal I, SPSY 677 Behavioral Assessment and Interventions and COUN 666 Multicultural Counseling. Didactic knowledge is also assessed through the PRAXIS II School Psychology exam. Application of intervention skills are assessed through the case write-ups for READ Clinic (SPSY 678 Practicum in Psychoeducational Interventions), Porter School Psychology Center presentation (SPSY 686 Practicum in School Psychology) and Ed.S. project (SPSY 792 Field Research Project). Finally, school-based applications of the skills are assessed by field supervisors via practicum and internship evaluations.

Attainment: All students for the past two years have passed all didactic class projects with B's or better (Appendix S). Annual reviews which consider write-ups from SPSY 678 Practicum in Psychoeducational Interventions, Porter School Psychology Center submitted in the annual portfolios indicate that candidates have skills that meet or exceed standards in this area (Appendix L). All students who completed Ed.S projects for the academic year 2007-2008 received passing grades in SPSY 792 Field Research Project (Appendix S). For the past three years, 80% or more of the candidates completing the PRAXIS II exam earned passing scores (Appendix J).

2.5 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of the biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics, strengths, and needs.

As noted earlier, diversity is a key value embraced by the program. Efforts are continuously made to enhance the diversity of the candidates. For the academic year 2008-2009, four of the candidates are from Morocco. Plans are in place to continue to attract and admit candidates of international and diverse ethnicities and backgrounds. As a part of the Unit Assessment System for the College of Education, diversity of students in practicum and internship sites is reviewed every year. The program and unit assessment staff are working to ensure that not only are the sites diverse but that candidates work with diverse populations.

The importance of the consideration of cultural and ethnic issues in interpreting assessments is embedded in every assessment class. As demonstrated by the following course descriptions:

Table 4
Diversity Content in Coursework

-
- **ELAF 608** School and Society – This course gives an understanding of schools and communities and the major issues that impact education. There is a special focus on race, class, gender, and social justice throughout the course and how the social context and social groups of the culture influences education today.
 - **EPSY 521** Advanced Child Psychology – Students become sensitive to cultural issues and cohort effects as relevant to development and learning.
 - **EPSY 721** Seminar in Human Development – The issues of gender, sex roles, and gender identity are discussed in the context of development through the lifespan.
 - **SPSY 600** Introduction to School Psychology – This course examines the roles and functions of School Psychologists. Students gain an understanding of what it means to be a culturally competent School Psychologist.
 - **SPSY 666** Cognitive Assessment and Intervention – In this course students learn the importance of unbiased and fair assessment of all individuals. Since culturally disadvantaged and minority children often lack the prerequisite vocabulary, skills, and attitudes necessary for unbiased and fair assessment, these variables need to taken into account during assessment.

- **SPSY 667** Preschool Psychoeducational Assessment and Intervention – This course focuses on a broader-based assessment model. Traditional assessments have been criticized for not giving ethnic and cultural diversity enough emphasis so this course attempts to address this concern. Students become sensitive to the potential unfairness of tests when used with clients from different cultural and ethnic backgrounds, and are able to provide alternative ways of assessing such clients.
 - **SPSY 677** Behavioral Assessment & Intervention – This course is designed to give students a knowledge base of behavioral theory applied to assessment, intervention, and research methodology with children, youth, and families of various cultural backgrounds. The impact of cultural diversity on assessment and intervention are emphasized.
 - **COUN 533** Techniques of Counseling – One major goal of this course is for students to demonstrate awareness of ethnic, cultural, spiritual, and economic contexts of their interpersonal relationship with their clients.
 - **SPSY 680** School Psychology Consultation – In this course, student learn to apply various multicultural considerations to the consultation process in an educational setting.
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In addition to the infusion of cultural considerations into the assessment coursework, candidates are instructed in communication with members of culturally different group through COUN 666 Multicultural Counseling. This course emphasizes not only multicultural issues related to behavior and intervention but also how to effectively attend to cultural differences and to appropriately communicate while remaining sensitive to cultural issues.

Assessment: The integration of cultural factors into all reports is required by all assessment classes. The psychological foundations are assessed through class grades and the PRAXIS II exam. The Porter Center presentation and the Ed.S. project requires the candidates to demonstrate their ability to consider cultural factors in interpretation of assessments and planning of interventions. Exposure to diverse populations is examined as a part of the annual Unit Assessment System, which requires the description of the populations of all schools which students serve during practica and internships. Revision of this process is underway to document candidates contact with diverse populations.

Attained. All candidates have demonstrated passing grades in all content classes (Appendix S). Further, for the past three years, 80% or more of the candidates taking the PRAXIS II have earned passing scores (Appendix J). All students completing Porter School Psychology Center presentations earned scores which met or exceeded standards (Appendix O). All students completing SPSY 792 for the academic year 2007-2008 earned passing grades for SPSY 792 Field Research Project (Appendix S). Finally, analysis of demographics of schools for the unit assessment used for internships or practica indicated the schools served diverse populations (Appendix T).

2.6 School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

The understanding of schools is essential to being able to effectively work within that setting. The first exposure to school systems is during their first year via a job shadowing experience. This event serves two purposes. First, it allows candidates to get first hand experience with the role of a school psychologist. Second, because they are there to observe, the candidates get a feel for the functioning of the school. The system of a school is also taught through classes including SPSY 600 Introduction to School Psychology and SPSY 685 Seminar in School Psychology-Ethics.

The teaching of how to work within the school as a system continues through the practica. During the second year as a part of SPSY 686 Practicum in School Psychology, the candidates engage in a school-based practicum for a minimum of 160 hours per semester. Many students complete more hours than the minimum. During the school-based practicum, students perform all the functions of a school psychologist with a reduced case load and under close supervision. These responsibilities include, but are not limited to, attending professional development, participating in student assistance team meetings, participating in case conferences, and teacher collaboration. Students are also required to attend school board meetings and school-wide staff meetings. The above activities provide the candidates with a broad overview of the workings of a school and an appreciation for the school system.

Assessed: Candidates are required to prepare a written summary of the shadowing experience for SPSY 600 Introduction to School Psychology. Practicum experiences are evaluated through contact between the university supervisor and field supervisors through phone conversations and site visits. Candidates are also evaluated by the practicum supervisors.

Attained: For the past two years all candidates have received overall ratings from their practicum supervisors indicate that 4 of the 5 practicum students for 2007-2008 demonstrated performance that met or exceeded standards. This is up from 2 out of 6 for academic year 2006-2007 (Appendix Q). Internship supervisors indicated that 4 of the 6 candidates on internship for 2007-2008 demonstrated skills that met or exceeded standards (Appendix R).

2.7 Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

All candidates receive a broad and general understanding of the many influences upon human behavior through several didactic courses focused on human development (EPSY 621 Development through the Lifespan), and psychopathology, (EPSY 626 Child and Adolescent Psychopathology). Biological and Cultural influences are covered in EPSY 628 Biological Bases of Behavior and COUN 666 Multicultural Counseling, respectively. The assessment for social influences and interventions are covered in SPSY 682 Personality Appraisal I. Prevention and intervention are key components in the evolving role of the school psychologist. While not fully integrated into the curriculum coverage of these key roles has increased. Early intervention is one of the supports for prevention. Thus, candidates are instructed in the use of universal screeners in SPSY 677 Behavioral Assessment and Intervention. Further, candidates are also provided with techniques for interventions on early reading and math skills in SPSY 677 Behavioral Assessment and Interventions. Interventions for mental health issues are provided through two school psychology classes, SPSY 682 Personality Appraisal I and SPSY 785 Advanced Seminar in School Psychology-Crisis intervention and two counseling classes, COUN 533 Techniques of Counseling and COUN 666 Multicultural Counseling The two counseling courses instruct students not only in basic mental health interventions but also culturally sensitive techniques. Finally, SPSY 785 Advanced Seminar in School Psychology-Crisis Intervention has been refocused to cover crisis intervention including school-wide interventions.

Assessed: Didactic knowledge of human development, psychopathology and biological influences are assessed through course grades and PRAXIS II exam. Social and cultural influences are assessed through projects in SPSY 682 Personality Appraisal I and COUN 666 Multicultural Counseling. Knowledge of early intervention and screening is assessed through grades in SPSY 677 Behavioral Assessments and Interventions. Interventions for mental health issues are assessed by projects and tests in COUN 533 Techniques of Counseling, COUN 666 Multicultural Counseling and SPSY 682 Personality Appraisal I. Crisis intervention is assessed through projects in SPSY 785 Advanced Seminar in School Psychology –Crisis Intervention.

Attained: Data from transcripts of classes taken by past and current candidates indicate passing grades in all classes (Appendix S). However, due to university regulations which led to the delay of implementing the new curriculum, some classes have not been taken by the candidates. Over the past three years, 80% or more of the candidates completing the PRAXIS II obtained passing scores (Appendix J).

2.8 Home/School/Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

The didactic content related to working with home, school and community is presented in several classes. It is most directly taught in SPSY 680 School Psychology Consultation. However, the family systems orientation underlies much of the content of SPSY 682 Personality Appraisal I, SPSY 785 Advanced Seminar in School Psychology-Crisis Intervention, and COUN 533 Techniques of Counseling. The importance of working with parents, teachers, and individuals significant to a student is emphasized in all intervention courses. SPSY 680 requires the implementation of a consultation intervention, including progress monitoring during the class. Candidates also work with parents during SPSY 686 Practicum in School Psychology in the Porter School Psychology Center. The school-based component of SPSY 686 Practicum in School Psychology also focuses on collaboration as evidenced in the field rating system. Finally, the Ed.S. project for SPSY 792 Field Research Project requires a consultative intervention to be implemented by a classroom teacher.

Assessed: Students collaborative and consultative skills are most directly assessed via a project for SPSY 680 School Psychology Consultation. PRAXIS II exam scores are used to assess collaboration skills. Collaboration is also assessed via practicum and internship ratings. Finally, it is assessed in two ways during internships – field supervisor rating forms and the Ed.S. project.

Attained: Review of transcripts indicates that all students have passed all classes (Appendix T). Ratings from some practicum supervisors indicate some weaknesses in this area. Only 3 of the 11 practicum students received ratings for the past two years indicating skills that meet or exceed standards (Appendix Q). However, it is important to note that low ratings in this area are due to lack of evidence to evaluate due to limited opportunity not due to poor skills. Internship evaluations indicate more consistent higher ratings for this standard (Appendix R). The practicum ratings have led to meetings with field supervisors. For the past three years, 80% or more of the candidates that have completed the PRAXIS II exam have earned passing scores (Appendix J).

2.9 Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

The didactic skills of research methodology are taught via EPSY 620 Foundations of Research. This course requires the development of a research proposal which is to be included with the annual portfolio. Statistics is directly taught through EPSY 612 Statistical Methods. Also projects including the case presentation during SPSY 686 Practicum in School Psychology in Porter School Psychology Center and the Ed.S. project for SPSY 792 Field Research Project require the students to search and aggregate research studies.

Assessed: Candidate's mastery of the skills are assessed via the PRAXIS II exam. It is also assessed via research proposal completed for EPSY 620. EPSY 612 requires

printouts to be generated indicating students ability to analyze data sets using SPSS. The research proposal and the SPSS printouts are to be included in the student's portfolio. Finally, integration of these skills is assessed via the case presentation for the Porter School Psychology Center and the Ed.S. project.

Attained: For the past three years, 80% of the candidates who have completed the PRAXIS II have earned passing scores (Appendix J). All students for the past two years have passed EPSY 620 and EPSY 612 (Appendix S). Annual reviews which considered evidence in the portfolios have demonstrated performance that meets or exceeds standards (Appendix L). All candidates have also obtained ratings indicating candidates had met or exceeded standards the case presentation (Appendix P). All candidates completing Ed.S. projects for the academic year 2007-2008 earned passing grades for SPSY 792 Field Research Project (Appendix S).

2.10 School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

SPSY 600 Introduction to School Psychology directly teaches the history of school psychology. Also, many courses begin with the history of their topic. For example, SPSY 666 Cognitive Assessment and Intervention and SPSY 682 Personality Appraisal I teach the history of cognitive and personality assessment, respectively. Legal issues are described throughout many classes but are the main focus of SPED 698D Special Education Law. Ethics are taught throughout the curriculum but are stressed in SPSY 685 Seminar in School Psychology-Ethics. Ethical behavior is expected in every applied experience and is assessed via practicum and internship evaluations and site visits from the university coordinator. In the Porter School Psychology Center, ethical dilemmas and issues are frequent sources of discussion during the group supervision. Professional development is encouraged through student memberships in state, Indiana Association of School Psychologists, and national organizations, National Association of School Psychologists. Students are also required to attend the state conference and are encouraged to attend the national conference.

Assessed: Knowledge of history of school psychology is assessed via the PRAXIS II exam. Projects completed during SPSY 600 Introduction to School Psychology and SPED 698D Special Education Seminar Law also assesses candidates' knowledge of history and the law. Projects from the above classes are expected to be included in the candidates' portfolio. Students are expected to attend the state conference and attendance is checked.

Attained: For the past three years, 80% of the candidates who have completed the PRAXIS II exam have earned passing scores (Appendix J). All students have obtained

passing grades in SPSY 600 Introduction to School Psychology and SPED 698D Special Education Law (Appendix S). Annual review of candidates, which includes consideration of the portfolio, indicated that all students either met or exceeded standards in this area (Appendix L). Students have demonstrated 100% attendance at the state conference and this year four student's have submitted posters to the national conference.

2.11 Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists' access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

Technology is stressed in several classes. SPSS is taught in EPSY 612 Statistical Methods. Computerized scoring is key in several assessment classes including SPSY 666 Cognitive Assessment and Interventions, SPSY 667 Preschool Psychoeducational Assessment and Interventions, and SPSY 682 Personality Appraisal I. Technology for literature searches is also taught for EPSY 620 Foundations of Research. Technologies used to generate curriculum-based assessment probes are taught during SPSY 677 Behavioral Assessment and Intervention. Presentation software and the ability to integrate video are required for the Porter Case presentation as a part of SPSY 686 Practicum in School Psychology.

Assessed: Technology skills are assessed via PRAXIS II. EPSY 612 requires the students to generate SPSS printouts. A sample of the printouts are expected to be included in the portfolio. Assessment classes require reports based on computerized scoring of standardized tests. SPSY 677 Behavioral Assessment and Intervention requires the generation of curriculum-based assessments from the web. Case presentations from Porter School Psychology Center require use of presentation software.

Attained: Eighty percent or more of the candidates who have completed the PRAXIS II exam have earned passing scores (Appendix J). All candidates have passed EPSY 612 Statistical Methods, SPSY 666 Cognitive Assessment and Intervention, 667 Behavioral Assessment and Interventions and 678 Practicum in Psychoeducational Interventions (Appendix T). Annual reviews, which include consideration of the portfolios, yielded evidence indicating performance that met or exceeded standards (Appendix L). All students have passed their case presentations for the past year (Appendix P).

3.1 Supervised practica and internship experiences are completed for academic credit or are otherwise documented by the institution. Closely supervised practica experiences that include the development and evaluation of specific skills are distinct from and precede culminating internship experiences that require the integration and application of the full range of school psychology competencies and domains

Review Comment: Candidates are enrolled in practica from the beginning of the program and appear to experience a wide array of diverse practica experiences. Some practicum

experiences appear to have specific expectations, while others (SPSY 678) contain very little information regarding skill development, expected activities, or evaluation methods

The candidates engage in three major practica. The practica vary according to candidate independence and structure. The first practicum occurs during their first year. This practicum (SPSY 678 Practicum in Psychoeducational Interventions) focuses on working with students from the community with reading difficulties via the READ clinic. During this practicum, candidates assess students, implement highly structured direct interventions, track student progress and modify the intervention accordingly. This practicum finishes with the student submitting a report for one of their clients. During the second year, the candidates engage in two practicum experiences in SPSY 686 Practicum in School Psychology. Both practica require more independence from the candidate. The first practicum during the second year is participation in the Porter School Psychology Center. During this experience, candidates assist members from the community with a variety of academic difficulties. The difficulties have varied from math, reading and writing skill deficits to behavior and study skill deficiencies. During the practicum, the candidates assess student needs, develop effective interventions, implement the interventions, develop a progress monitoring system and modify intervention accordingly. The requirements are similar to the activities of the READ clinic; however, while working in the Porter School Psychology Center the candidate must select the assessment and then develop an intervention based on the data from their assessment. The candidate is expected to review pertinent literature to develop an effective research-based intervention. The candidates also communicate their findings and their interventions with the student's parents. Candidates are required to engage the parents in the interventions. The practicum at the Porter School Psychology Center culminates with a case presentation. Thus, while the activities may be similar between the first year and second year practicum, candidates take much more responsibility for the development of the assessment and intervention.

The second practicum during the candidates' second year is in the public school. The candidates are required to work with a school psychologist. The practicum requires the candidates to engage in a variety of activities. The candidates are expected to engage in school psychology practices for at least 160 hours for each semester.

Review of data in 2006 indicated that some candidates were not receiving experiences in all of the areas. This finding led to a meeting with many of the supervisors emphasizing the need for candidates to have exposure to all aspects of school psychology.

Assessed: The READ practicum is assessed through weekly supervision meetings and observations of the interventions. The candidates also submit a written report at the end of the year. The report includes assessment data, description of the intervention, graph of progress data, discussion of the implementation and changes in intervention, and discussion of findings and recommendations. This report is the bulk of the grade for SPSY 678 Practicum in Psychoeducational Interventions. For the Porter School Psychology Center, the candidates are assessed through weekly supervision, the case presentation and reports. The school portion of the second year practicum is assessed four times during the school year using two evaluation forms – long and short forms. The

short forms are completed by the field supervisors at the middle of the semesters. The long forms are based on the NASP standards of Domain II and are completed at the end of each semester.

Attained: All students earned passing grades for SPSY 678 Practicum in Psychoeducational Interventions (Appendix S). Analysis of the evaluations of the presentations at the end of the School Psychology Porter Center portion of SPSY 686 Practicum in School Psychology indicates that candidates possessed skills that met or exceeded standards (Appendix P). The final evaluations from the practicum field supervisors indicate that the candidates have had difficulty with this area (Appendix Q). However, the low ratings for the area are due to there being no bases for judgment on particular skills, which resulted in ratings of 0. These ratings have led to meetings with practicum supervisors to increase candidate opportunities during practicum.

4.3 The program employs a systematic, valid process to ensure that all candidates, prior to the conclusion of the internship experience, are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers

The candidates are evaluated through the integration of skills in a number of ways. First is the PRAXIS II exam. Candidates are currently required to complete the exam during the summer before their internship. Integration of skills are also assessed through reports based on their work with members of the community. Candidates are required to complete reports at the completion of each year long practicum in the READ Clinic (SPSY 678 Practicum in Psychoeducational Interventions) and then again during the School Psychology Porter Center. Finally, students are evaluated at the end of the year-long school-based practicum by their field supervisors. The end of the year evaluation includes all 11 standards of Domain II.

Candidates are also evaluated annually via a portfolio. The portfolio is structured to address all 11 standards of the Domain II. Further, candidates are provided with specific directions about what should be included in the portfolio. This information is presented to the students through the student handbook. During their internship, candidates are required to complete an Ed.S. project. The project requires the candidate to conduct a comprehensive assessment, develop interventions and support the choice with research, implement both direct and indirect interventions, monitor the effectiveness of the interventions and modify the interventions accordingly.

Assessed: The integration of services are assessed by the PRAXIS II exam, reports from practicum experiences and ratings from field supervisors. Skills are also assessed through annual portfolios that are designed to assess all 11 standards of Domain II. The candidate is also assessed via ratings of the Ed.S. project.

Attained: Praxis II scores for the past three years indicate that 80% or more of the candidates completing the exam earned the passing scores (Appendix J). All students received passing grades for the SPSY 678 Practicum in Psychoeducational Interventions (Appendix T). Presentations from the Porter School Psychology Center indicated candidates had skills to positively impact the educational progression of children in the schools (Appendix P). Annual reviews, which also include consideration of the portfolios, indicated candidates demonstrated skills at a sufficient level to positively impact student performance in schools (Appendix L). Ratings from the Ed.S. projects indicate that all students earned passing grades (Appendix S).