Unit Assessment Plan Guidelines
Office of the Provost and Academic Affairs

Curriculum and Teaching

Learning Goals and Objectives
The School Psychology M.S. Program has adopted the competencies for graduate training set by the National Association of School Psychologists (2010) in ten domains of school psychology practice:

Domain 1: Data-Based Decision Making and Accountability-School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate direct interventions, psychological services, and programs.

Domain 2: Consultation and Collaboration-School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, schools and systems, and methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 3: Interventions and Instructional Support to Develop Academic Skills-School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills-School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning, and mental and behavioral health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support socialization, learning, and mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning-School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental and

behavioral health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Domain 6: Preventive and Responsive Services-School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental and behavioral health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Domain 7: Family–School Collaboration Services-School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental and behavioral health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

Domain 8: Diversity in Development and Learning-School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts. Understanding and respect for diversity in development and learning, and advocacy for social justice, are foundations for all aspects of service delivery.

Domain 9: Research and Program Evaluation-School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 10: Legal, Ethical, and Professional Practice-School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work

characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Assessment Methods

The school psychology program uses the following key assessments to examine student learning:

- Praxis School Psychologist Exam
- Practicum Assessments:
    o Case Study Rubric
    o First Step Next Case Rubric
    o Special Education Evaluation Rubric
- Practicum Evaluation
    o Quarterly Evaluation of Professional Behavior and Work Characteristics
    o Practicum Performance Evaluation
- Internships Assessments
    o Behavior Intervention Plan Rubric
    o Case Study Rubric
    o Special Education Evaluation Rubric
- Internship Evaluation
    o Quarterly Evaluation of Professional Behavior and Work Characteristics
    o Intern Evaluation

Assessment Process

Due to accreditation requirements, practicum and internship data are routinely collected and stored in the college's assessment system, Tk20.

For the purposes of this accreditation, the faculty will look at the following Learning objectives annually:

Learning Objective	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23
LO1	X			X	
LO2	X			X	

LO3	X			X	
LO4		X			X
LO5		X			X
LO6		X			X
LO7			X		
LO8			X		
LO9			X		
L10			X		

Status, Outcomes and Results
How will you report and discuss your findings in your unit?

Our program employs a model of formative assessment and continuous improvement to maintain and improve the quality of the training that students receive. Faculty and student representatives provide input on agenda items at monthly meetings to improve the program. Ongoing formative assessment provides an empirical basis for program adaptation over time. Program outcomes and processes are assessed more formally through the following activities:

- We conduct an annual student evaluation each May/June, where each student submits an updated competency portfolio and is evaluated by faculty on core program objectives using our annual evaluation assessment tool. Previously, our program evaluated students on 6 core competencies. We are in the process of revising our annual student evaluation to align with NASP's set of 10 core competencies listed under Learning Goals and Objectives above. We plan to complete this revision in the 2018-19 academic year and will use the revised evaluation in the 2019-20 academic year. Although our program uses student portfolio review to provide feedback to students on their progress, another important outcome is that it allows the faculty an opportunity to self-assess our program via an in-depth assessment of the progress of each student individually, each cohort, and all students currently in the program.
- Data containing information about student progress and achievements, based in part on the annual evaluation results, are collected by our academic secretary and program director on all current and past students. These data assure that the program goals and objectives are being met, that we have the necessary data to complete NASP's annual request for program information..

- Each graduating class of students completes a Graduate School exit survey to assess their opinions regarding the quality of training, advising, teaching, and professional role-modeling they received during their time as a student. The program receives the results of this annual survey each summer.

Decisions, Plans and Recommendations

Describe a general process for transforming analysis into action plans for improvement. Describe how action plans will be revisited and evaluated at some future date.

We will leverage our existing annual evaluations and associated data metrics to derive program wide goals and action plans for improvement. Action plans will be designed to generate goals that are observable, measurable, and assessed through formative and summative processes. Action plans can be targeted at the student, cohort, or program level. At the individual student level, action plans will be developed following procedures for "remediation plans" outlined in the current student handbook. If an action plan and associated goals are needed based on annual evaluation data, faculty will set a long term goal that will be evaluated at the next annual evaluation time period. Our action plan process will define the area of concern as the difference between the expected outcome and current performance. Using this discrepancy to define the current context around the action plan and associasted goals, the faculty will enage in discussions to activitely generate potential solutions and next steps. Once an action plan is finalized with observable goals and associated data metrics, the plan will be implemented. Our summative evaluation of the plan will occur at the next annual evaluation period. However, because faculty engage in bi-weekly faculty meetings progress on action plans can be reported on and modifications to action plans can be made if formative data indicate the progress on the action plan/goal is not sufficient to obtain the summative goal.

Provide information below to illustrate how the program ensures that ALL students can acquire and demonstrate substantial understanding of and competence in:		
Domain:	Data-Based Decision Making and Accountability	
Elements associated with this competency	School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate direct interventions, psychological services, and programs.	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• SPSY 617: Tests & Measurement OR EDLD 560 Measurement & Assessment • SPSY 671: Behavioral Assessment • SPSY 672: Intellectual Assessment • SPSY 674: Educational Assessment • SPSY 606 Field Studies Introductory • SPSY 609/626: Field Experience Practicum • SPSY 704: Internship	
How outcomes are measured for each training/experiential activity listed above. List	How outcomes are measured: • SPSY 617: Tests & Measurement OR EDLD 560 Measurement & Assessment	Evaluation tool and self-study location: • Course syllabi • Annual Student Evaluation

where in the self-study all associated evaluation tools are located.	• passed • SPSY 671: Behavioral Assessment passed • SPSY 672: Intellectual Assessment passed • SPSY 674: Educational Assessment passed • SPSY 609: Community Agency Practicum passed • SPSY 609/626: Field Experience: Special Education Evaluation • SPSY 609/626: Field Experience Practicum Evaluation meets competency—Practicum Performance Evaluation ("Assessment" items) • SPSY 609/626: Field Experience Practicum Evaluation meets competency—Practicum Performance Evaluation ("2.1: Data-Based Decision-Making and Accounatbility" item) • SPSY 704: Internship: Special Education Evaluation	• Practicum special education evaluation rubric • Practicum Evaluations • Intern special education evaluation rubric • Intern Evaluations
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	**By End of Program:** • Courses: Grade of B- or better • Submit at least two comprehensive assessment reports, including one that is focused primarily on academic or cognitive assessment, and one that is focused primarily on behavioral or social-emotional assessment. Reports must be approved by a school psychology faculty member. **Yearly Evaluation:** • Satisfactory rating by program faculty • Practicum Evaluations – scores of 3 or higher	

Domain:	Consultation and Collaboration	
Elements associated with this competency	School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, schools and systems, and methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• SPSY 630: Introduction to Consultation • SPSY 632: Advanced Consultation • SPSY 609/626: Field Experience Practicum • SPSY 704: Internship	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: • SPSY 630: Introduction to Consultation passed • SPSY 632: Advanced Consultation passed • SPSY 609/626: Field Experience Practicum Evaluation meets competency—Practicum Performance Evaluation ("Consultation and Collaboration" items) • SPSY 609/626: Field Experience Practicum Evaluation meets competency—Practicum Performance Evaluation ("2.2: Consultation and Collaboration" item) • SPSY 609/626: Field Experience: Capstone Case	Evaluation tool and self-study location: • Course syllabi • Annual Student Evaluation • Practicum Evaluations • Practicum Capstone Case rubric • Intern Evaluations

Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	**By End of Program:** • Courses: grade of B- or better • Submit a written report of a consultation intervention conducted with a classroom teacher or parent as the consultee. Reports must be approved by a school psychology faculty member. **Yearly Evaluation:** • Satisfactory rating by program faculty • Practicum Evaluations – scores of 3 or higher

Domain:	Interventions and Instructional Support to Develop Academic Skills	
Elements associated with this competency	School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• SPSY 631: Academic and Behavioral Intervention • SPED 540: Early Literacy for Diverse Learners • SPED 660: Design of Instruction • SPSY 606: Field Studies Acad Intv Clinic • SPSY 609/626: Field Experience Practicum • SPSY 704: Internship	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: • SPSY 631: Academic and Behavioral Intervention passed • SPED 540: Early Literacy for Diverse Learners passed • SPED 660: Design of Instruction passed • SPSY 606: Field Studies Acad Intv Clinic	Evaluation tool and self-study location: • Course syllabi • Annual Student Evaluation • Practicum Evaluations • Intern Evaluations

	passed	
	• SPSY 609/626: Field Experience Practicum Evaluation meets competency—Practicum Performance Evaluation ("Intervention" items) • SPSY 609/626: Field Experience Practicum Evaluation meets competency—Practicum Performance Evaluation ("2.3: Effective Instruction and Development of Cognitive/Academic Skills" item)	
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	**By End of Program:** • Courses: grade of B- or better • Submit a written report of an intervention conducted with an individual student presenting with an academic problem. Your report must include pre-intervention data and data collected after implementation of the intervention. Reports must be approved by a school psychology faculty member. **Yearly Evaluation:** • Satisfactory rating by program faculty • Practicum Evaluations – scores of 3 or higher	

Domain:	**Interventions and Mental Health Services to Develop Social and Life Skills**
Elements associated with this competency	School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning, and mental and behavioral health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support socialization, learning, and mental and behavioral health.
Required training/experiential activities to meet each	• SPSY 631: Academic and Behavioral Intervention • SPSY 610: Beginning Counseling Skills

element. If applicable, clarify where activity description (e.g., syllabus) is located.	• SPSY 609/626: Field Experience Practicum • SPSY 704: Internship	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: • SPSY 631: Academic and Behavioral Intervention passed • SPSY 610: Beginning Counseling Skills passed • SPSY 609/626: Field Experience: First Step Next Case • SPSY 609/626: Field Experience Practicum Evaluation meets competency—Practicum Performance Evaluation ("Intervention" items) • SPSY 609/626: Field Experience Practicum Evaluation meets competency—Practicum Performance Evaluation ("2.4: Socialization and Development of Life Skills" item) • SPSY 704: Internship: Behavior Intervention Plan • SPSY 704: Internship: Case Study	Evaluation tool and self-study location: • Course syllabi • Annual Student Evaluation • Practicum First Step Next case rubric • Practicum Evaluations • Intern Behavior Intervention Plan rubric • Intern Case Study rubric • Intern Evaluations
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	**By End of Program:** • Courses: grade of B- or better • Submit a written report of an intervention conducted with an individual student presenting with a behavioral or social-emotional problem. Your report must include pre-intervention data and data collected after implementation of the intervention. Reports must be approved by a school psychology faculty member. **Yearly Evaluation:** • Satisfactory rating by program faculty • Practicum Evaluations – scores of 3 or higher	

Domain:	**School-Wide Practices to Promote Learning**-
Elements associated with this competency	School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental and behavioral health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	- SPSY 661 Principles & Practices of School Psychology - SPSY 631: Academic and Behavioral Intervention - SPSY 609/626: Field Experience Practicum - SPSY 704: Internship

How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: SPSY 609/626: Field Experience Practicum Evaluation meets competency—Practicum Performance Evaluation ("2.6: School and Systems Organization, Policy Development, and Climate" item)	Evaluation tool and self-study location: - Course syllabi - Annual Student Evaluation - Practicum Evaluations - Intern Evaluations

Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	**By End of Program:** - Courses: B- or better **Yearly Evaluation:** - Satisfactory rating by program faculty

Domain:	**Preventive and Responsive Services**
Elements associated with this competency	School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in

	collaboration with others, demonstrate skills to promote services that enhance learning, mental and behavioral health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• SPSY 661 Principles & Practices of School Psychology • SPSY 609/626: Field Experience Practicum • SPSY 704: Internship

How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: • SPSY 609/626: Field Experience Practicum Evaluation meets competency—Practicum Performance Evaluation ("2.7: Prevention, Crisis Intervention, and Mental Health" item) • SPSY 609/626: Field Experience Practicum Evaluation meets competency—Practicum Performance Evaluation ("Prevention and Crisis Management" items)	Evaluation tool and self-study location: • Course syllabi • Annual Student Evaluation • Practicum Evaluations • Intern Evaluations

Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	**By End of Program:** • Courses: Grade of B- or better **Yearly Evaluation:** • Satisfactory rating by program faculty • Practicum Evaluations – scores of 3 or higher

Domain:	**Family–School Collaboration Services**
Elements associated with this competency	School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental and behavioral health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate

	skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• SPSY 630: Introduction to Consultation • SPSY 632: Advanced Consultation • SPSY 609/626: Field Experience Practicum • SPSY 704: Internship

How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: • SPSY 630: Introduction to Consultation passed • SPSY 632: Advanced Consultation passed • SPSY 609/626: Field Experience Practicum Evaluation meets competency—Practicum Performance Evaluation ("2.8: Home/School Community Collaboration" item)	Evaluation tool and self-study location: • Course syllabi • Annual Student Evaluation • Practicum Evaluations • Intern Evaluations

Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	**By End of Program:** • Courses: grade of B- or better **Yearly Evaluation:** • Satisfactory rating by program faculty • Practicum Evaluations – scores of 3 or higher

Domain:	**Diversity in Development and Learning**
Elements associated with this competency	School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists provide professional services that promote effective

	functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts. Understanding and respect for diversity in development and learning, and advocacy for social justice, are foundations for all aspects of service delivery.	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• SPSY 606: Field Studies Acad Intv Clinic • SPSY 609/626: Field Experience Practicum • SPSY 704: Internship	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: • SPSY 609: Community Agency Practicum Evaluation meets competency—Quarterly Evaluation of Professional Behavior and Work Characteristics ("Respect for human diversity" item) • SPSY 609/626: Field Experience Practicum Evaluation meets competency—Quarterly Evaluation of Professional Behavior and Work Characteristics ("Respect for human diversity" item) • SPSY 609/626: Field Experience Practicum Evaluation meets competency—Practicum Performance Evaluation ("Student diversity in development and learning" items) • SPSY 609/626: Field Experience Practicum Evaluation meets competency—Practicum Performance Evaluation ("2.5: Student Diversity in	Evaluation tool and self-study location: • Course syllabi • Annual Student Evaluation • Practicum Evaluations • Intern Evaluations

	Development and Learning" item)
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	**By End of program:** • Courses: grade of B- or better **Yearly Evaluation:** • Satisfactory rating by program faculty • Practicum Evaluations – scores of 3 or higher

Domain:	**Research and Program Evaluation**	
Elements associated with this competency	School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• SPSY 601: Research team experience • EDUC 650: Single Subject Research Methods I • EDUC 614 Educational Statistics • Professional conference attendance • SPSY 609/626: Field Experience Practicum • SPSY 704: Internship	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: • SPSY 601: Research team passed each term enrolled • EDUC 650: Single Subject Research Methods I passed • EDUC 614 Educational Statistics passed • SPSY 609/626: Field Experience Practicum Evaluation meets competency—Practicum Performance	Evaluation tool and self-study location: • Course syllabi • Annual Student Evaluation • Practicum Evaluations • Intern Evaluations

	Evaluation ("2.9: Research and program evaluation" item)
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	**By End of Program:** • Courses: grade of B- or better • Attend at least one state-wide, regional, or national professional conference or convention related to the practice of school psychology. i. • Design at least one applied research study using a single-subject or group design. If you choose to complete a thesis, the thesis must be a study designed in addition to the study designed for this requirement. Studies will either be completed as part of a course and receive a grade of B- or higher or developed as part of a research team and approved by the supervising faculty member. • Assist with an empirical research study or conduct an original research study (Thesis). Assisting with a study may occur as part of a faculty-member's research team or dissertation research conducted by a doctoral candidate in School Psychology. The thesis must conform to graduate school requirements. In either case, students must receive a grade of satisfactory or higher (Pass). **Yearly Evaluation:** • Satisfactory rating by program faculty • Practicum Evaluations – scores of 3 or higher

Domain:	**Legal, Ethical, and Professional Practice-**
Elements associated with this competency	School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for

	effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• CITI Certification • SPSY 661: Principles & Practices in School Psychology • SPSY 663: Professional Ethics • SPSY 606: Field Studies Acad Intv Clinic • SPSY 609/626: Field Experience Practicum • SPSY 704: Internship	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: • SPSY 663: Professional Ethics course passed • SPSY 661: Principles and Practices of School Psychology • CITI Certification completed • SPSY 606: Field Studies Acad Intv Clinic Evaluation meets competency—Quarterly Evaluation of Professional Behavior and Work Characteristics • SPSY 609/626: Field Experience Practicum Evaluation meets competency—Quarterly Evaluation of Professional Behavior and Work Characteristics • SPSY 609/626: Field Experience Practicum Evaluation meets competency—Practicum Performance Evaluation • SPSY 609/626: Field Experience Practicum Evaluation meets	Evaluation tool and self-study location: • Course syllabi • CITI online course • Annual Student Evaluation • Practicum Evaluations • Intern Evaluations • Praxis School Psychologist Exam

	competency—Practicum Performance Evaluation ("2.10: School Psychology practice and development" item) • SPSY 704: Internship Evaluation meets competency – Quarterly Evaluation of Professional Behavior and Work Characteristics • Praxis School Psychologist Exam passed	
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	**By End of Program:** • Courses: B- or better • Praxis School Psychologist Exam passed • CITI Certification completed • Submit a scholarly paper in which foundational knowledge in psychology and education is integrated, within a focus on a particular topic of interest to the student. If the paper was completed as part of a course, the student must document receiving a grade of B- or higher; if the paper was completed independently, then a member of the school psychology faculty must read and approve the paper. Include a copy of the paper, with grading feedback from the Instructor, in your portfolio. • Participate on a committee involved in program, department, college, university, or professional organizational operations for at least one quarter (e.g., service on the ASPS or OSPA board, student member of admissions or search committees.), and write a brief (1-2 page) analysis of your role and experience. Describe the purpose of the committee and the extent to which committee goals were met, in your view. What did you find especially worthwhile about this experience and, if you directed the committee, what might you change about the process? **Yearly Evaluation:** • Satisfactory rating by program faculty • Practicum Evaluations – scores of 3 or higher • Intern Evaluations – scores of "Satisfactory" or "Exemplary"	