

School Psychology SSP

Foundational Competence In School Psychology

Goal Description:

Students develop competence in the scientific, theoretical and conceptual foundations of professional school psychology.

Providing Department: School Psychology SSP

Progress: Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Foundational Competency In School Psychology

Learning Objective Description:

Students demonstrate competency in the scientific, methodological and theoretical foundations of professional school psychology.

RELATED ITEM LEVEL 2

National School Psychology Exam (PRAXIS II) [Foundational Competence]

Indicator Description:

The PRAXIS II School Psychology Exam is a nationally administered examination used to determine an individual’s qualification for licensure to practice within the field. Candidate competency is evaluated with respect to the following four domains:

- 1. Foundations of School Psychological Service Delivery
- 2. Direct & Indirect Services for Children, Families and Schools
- 3. Systems Level Services
- 4. Professional Practices: Practices that Permeate All Aspects of Service and Delivery).

Criterion Description:

A minimum score of 147 is required on this examination to obtain the credential of Nationally Certified School Psychologist (NCSP). Thus, a score of 147 or better has been established by the SSP Program as the criterion for this objective. In addition, candidates are expected to perform at or above the average range provided by the test developers for each of the four subcategories.

Findings Description:

All eight Interns passed the Praxis exam for the 2024 year. This is a 100% pass rate and meets NASP expectations for accreditation.

Attached Files

 [Table 1, Praxis data, 2024.docx](#)

RELATED ITEM LEVEL 3

National School Psychology Exam (PRAXIS II) [Foundational Competence]

Action Description:

The Praxis is a national examination used to determine a student's qualifications for pursuing professional licensure to work as a school psychologist. This is the standard for our field, and no change to the use of this measure is planned.

Skill Application

Goal Description:

Students develop competence in skill application of professional school psychology in a public school setting.

Providing Department: School Psychology SSP

Progress: Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Skill Application

Learning Objective Description:

Candidates in the school psychology program demonstrate knowledge and improving skill application commensurate with their level of training. Specifically, candidates in their final practicum placement and on internship, both held within the public school setting, will demonstrate appropriate application of professional school psychology skills in the 10 Domains of Professional Practice detailed by NASP.

RELATED ITEM LEVEL 2

Faculty Rating of Case Effectiveness

Indicator Description:

Faculty review every case submitted by candidates completing their Internship. The cases are rated by the faculty on both the Case Study Rubric and the Procedural Integrity Rubric.

Attached Files

 [Case Study Rubric.doc](#)

 [A-PIR.docx](#)

 [B-PIR.docx](#)

Criterion Description:

For the Case Study Rubric (CSR), candidates are expected to demonstrate 85% of the actions included in the rubric which demonstrate an effective case intervention.

For the Procedural Integrity Rubric (PIR), candidates should not have any missing case elements and they should meet the minimum cut score for the academic (24) and behavioral (21) cases.

Findings Description:

The SSP Program is working with Tevera, an online platform that allows digital data collection, to assist with access and storage of the faculty ratings. The system is not yet finished, and thus this data will be uploaded as soon as possible.

RELATED ITEM LEVEL 3

Action - Faculty Rating of Case Effectiveness

Action Description:

The Program will work to finish the intervention case rating capabilities within the Tevera system. Faculty will be assigned cases for rating and they will complete these ratings as soon as feasible. Once this data is gathered it will be entered into this system.

RELATED ITEM LEVEL 2

Positive Impact Data

Indicator Description:

Positive Impact Data

Quantitative data gathered as part of the case intervention is to include slope (or rate) of improvement (e.g., R-squared), effect size (e.g., Cohen's d) and/or Percentage of Non-Overlapping Data Points (PND).

Candidates completing the Internship Portfolio assessment will submit quantitative data gathered as part of their two case interventions (e.g., academic and behavioral).

Criterion Description:

Based on the quantitative data included as part of the Behavioral Consultation and Intervention and Academic Assessment and Intervention case submissions, the candidate's impact on student behavior and/or learning can be calculated in a variety of ways. Effect size (e.g., Cohen's d) allows for the comparison of the standard mean difference in student performance during baseline and treatment phases of intervention. An effect size of .8 is considered to be of moderate impact. For academic cases, the slope (R-squared) should be reported. In such cases, a moderate effect of at least 0.09 is expected. Candidates are expected to demonstrate moderate impact through either effect size or PND calculation for both of the cases submitted. Percentage of Non-overlapping Data points, or PND, provides a comparison of the percentage of data points during the treatment phase that do not overlap with the most extreme baseline phase point. A PND calculation of 60% is considered to be of moderate impact. Candidates are expected to (1) accurately report the correct type of quantitative information and (2) demonstrate moderate impact on student outcomes for at least one of the cases submitted.

Findings Description:

All eight Interns were successful in submitting two case reports, one academic and one behavioral, that included effect size calculations as well as percentage of nonoverlapping data points. The reports submitted were substantially better than those submitted by the prior cohort! Positive impact data supported 7 of 8 academic cases and 7 of 8 behavioral cases were successful and positively impacted the children with whom our students were working.

Attached Files

 [Tables for Positive Impact Statistics 2024.docx](#)

RELATED ITEM LEVEL 3

Rating Forms and Positive Impact Data

Action Description:

The Extern and Intern rating forms will not be changed until accreditation review is complete.

The Program faculty is very pleased with the substantial improvement in quality of the intervention reports received this year. We will continue to find ways to support Interns in completing high quality projects that demonstrate positive impact on children's performance in school. We would like to have more Interns submit their final cases closer to spring break.

RELATED ITEM LEVEL 2

Supervisor Rating of Internship Experience

Indicator Description:

All Interns will be rated by their field supervisors at the conclusion of their Internship experience.

Attached Files

 [Intern Competency Rating Form, 2023 Final.docx](#)

Criterion Description:

The rating scale ranges from 1 to 5, with scores of 1 indicating areas of concern, 2 indicating an area in need of continued development, and scores of 3, 4 or 5 indicating skill competence has been met.

Findings Description:

All eight Interns were rated by their supervisors as meeting competence. This is a 100% competence achievement by this cohort. All students graduated in May, 2024.

Attached Files

 [TABLE 3, Intern Supervisor rating, 2024.docx](#)

RELATED ITEM LEVEL 3

Action - Supervisor Rating of Intern

Action Description:

The rating form in use is aligned with the current NASP Standards, and should not be revised until the Program has completed the accreditation review.

Faculty will work with Tevera to include a summary calculation of the student's average score across all ten Domains.

RELATED ITEM LEVEL 2

Supervisor Rating of Practicum Experience

Indicator Description:

Each year candidate performance during their final practical experiences will be rated by their field supervisor.

Attached Files

 [Sp 2023 Extern Supervisor Rating Form.docx](#)

Criterion Description:

The rating scale ranges from 1 to 5, with ratings falling at level 3 indicating competence. Ratings of 1 would indicate that a candidate is in need of development in that area.

Findings Description:

All six students completing their final practical experiences were rated as Competent with Supervision Needed. This is in line with their level of program completion. All students are deemed ready to progress to the Internship during the 2024-2025 school year.

Attached Files

 [TABLE 2, Extern Supervisor rating, 2024.docx](#)

RELATED ITEM LEVEL 3

Action - Supervisor Rating of Practicum Experience

Action Description:

We will work with Tevera to include a summary data calculation that averages a student's scores across all domains. The evaluation currently in use is aligned with the newest NASP Standards and should not be changed until our Program has undergone accreditation review.

Faculty will monitor student opportunities within Domain 6 and Domain 7 at Externship sites.

New Update to Previous Cycle's Plan for Continuous Improvement Item

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

The past year saw significant updates made to the SSP Program evaluation system. These changes will remain in place for two additional years during data collection for our next Initial Report submission related to Program NASP Approval/CAEP Accreditation.

1. All aspects of Program evaluation will be implemented in Tevera.

2. Program faculty will more equally share advising and student evaluation duties.

The SSP Program faculty has lost two valuable junior faculty in the past two years. The Program now has one senior faculty member, a junior faculty member who has completed one year at SHSU and two incoming junior faculty members. There will be much emphasis on faculty support and development during the coming year!

Update of Progress to the Previous Cycle's PCI:

The Program faculty has successfully been sharing the load of student advisement. We will continue to implement this program and make changes as needed.

All but one aspect of our data collection is fully functional within the Tevera system. We will continue to work on bringing the final piece - the faculty rating of cases - online within the system.

The Program had one of the two new faculty leave for private practice. Thus, we now have three FTE faculty and we will conduct another search this year for a fourth faculty member.

New Plan for Continuous Improvement Item

Closing Summary:

The Program continues to work on hiring and maintaining four full-time equivalent (FTE) faculty members.

The Program is entering data collection years for an upcoming accreditation review. The review process has changed substantially, so Program faculty will work this year to become familiar with what changes may need to be implemented and make that happen.

The Program hopes to continue the work begun last year to update our website and improve its function as a student recruitment tool.