1. Student Learning Outcome(s) assessed

Students will understand a problem-solving model and use the model effectively to gather information for the purpose of making decisions in a multi-dimensional matrix that includes the individual student and the student’s interactions with environments that establish and maintain academic and social behaviors.

2. Strategy or method(s) of measurement

We utilized data from the 2013 Graduate Portfolio Presentations in Spring 2013. Students were required to include two case studies based on a Behavioral or Conjoint Behavioral Consultation Model (Bergan & Kratochwill, 1990; Sheridan & Kratochwill, 2007) to identify student problems, analyze the cause of the problems across the environment and within the student, set goals for the student, and design, support, and evaluate appropriate interventions. We utilize a Rubric from the National Association of School Psychologists to evaluate the case studies, attached.

3. Observations gathered from data

We reviewed 9 student portfolios. Student demonstration performance on Problem Identification: 89%; Problem Analysis: 70%, Plan Implementation: 93%; Plan Evaluation: 57%. We learned that students are good at quantifying and operationalizing problems, often have difficulties including both a parent and teacher in the consultation process, can specify details and implement/support interventions with fidelity, checking for acceptability of others involved. They have difficulty participating in the final decision making process (low score on Plan Evaluation) and following cases to future stages of problem solving. Often, they may do these things and not document the actions sufficiently.

4. Actions recommended based on observations

We will provide guidance to this year’s second and third year students regarding better documentation of follow up activity with case studies. We will work with site supervisors so they
understand the importance of our students working with parents and teachers in case studies. We’ll provide better guidance for students in selecting appropriate case studies.

5. Plan and timetable for taking action

These actions will take place with our new PSYC 602 bi-weekly meetings. Second year students will be identifying case studies in late fall and carrying these out in winter and spring with instructor guidance; third year students are completing two case studies independently during internship.

6. Overall evaluation of progress on outcome

We are better understanding specifics related to case study implementation.

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SLO(s) assessed for AY 2011-12:

Students will know the laws and procedures governing school psychology practice, know general principles of measurement, have skill in the precise administration of specific measurement instruments and understand educational systems and the role of the school psychologist within these systems.

Briefly describe what action has been taken to “close the loop” on findings from the AY 2011-12 report:

1) Fall 2012: explore non-completer information: We have developed a Portfolio class for PSYC 602, rather than traditional committee structure like a thesis committee. Susan Ruby and Ryan Sain are meeting with current second year students bi-weekly throughout the year and have developed a Canvas Course with expectations for Portfolio, including specific requirements for required components of the Portfolio.

2) Review Praxis Scores (Fall 2012): We have reviewed Praxis data and do not see a clear pattern of need, other than students need structured support in studying for the Praxis, which we will offer through a Canvas Course.

3) Revise SLOs (Fall 2012). We revised and submitted new SLOs.

4) Establish attendance policies; consider schedule to match student needs. We discussed the need for attendance policy but have not implemented one (some individual students have attendance policies). We are routinely discussing student professionalism in bi-weekly program faculty meetings.

5) Discontinue 4 hour block classes as much as possible. We have only one or two 4 hour blocks left in our program.

6) Establish rating system schedule for portfolio. In our Canvas Course, we are including a rubric to grade each component of the portfolio, and due dates are being placed in Canvas to assist students in getting all work complete by the end of the year. This will also help faculty rate/revie work in a timely manner.