

# Program Report for the Preparation of School Psychologists

## National Association of School Psychologists(NASP)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

### COVER SHEET

#### 1. Institution Name

University of Memphis

#### 2. State

TN

#### 3. Date submitted

MM DD YYYY

09 / 13 / 2007

#### 4. Report Preparer's Information:

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#### 6. Name of institution's program

School Psychology

#### 7. Levels for which candidates are being prepared <sup>(1)</sup>:

Specialist

Doctoral

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(1)These questions might be a Q&A link rather than including them as part of the directions. They should also be included in a set of guidelines for institutions preparing program reports.

### 8. Degree or award levels<sup>(1)</sup>:

Masters and specialist

### 9. Specific titles of degrees/awards that appears in official institutional documentation, such as transcripts, for program completers (e.g. Ed.S. in School Psychology, Certificate of Advanced Graduate Studies in School Psychology, PhD in Educational Psychology-School Psychology, etc.):

Master of Arts in School Psychology, Educational Specialist (concentration in school psychology)

### 10. Is this program offered at more than one site? 1 <sup>(2)</sup>

Yes

No

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(2)What if the program is offered at different levels or in different tracks (e.g., at the specialist and doctoral level)? If assessments are the same across the different levels/tracks, one report may be submitted. However, the assessment results must be disaggregated for each program level/track. If assessments are different across the different levels/tracks, a separate program report must be submitted for each program level/track. In the case of specialist and doctoral level programs in school psychology, separate responses to standards and separate assessment results are needed, although some common documentation may be submitted. If you are unsure whether to submit one or multiple reports, please contact NASP.

What if the program is offered at the main campus and also through one or more off campus/satellite sites, as joint program with another institution, or through distance education? If the program, faculty, and associated assessments are the same on the main campus and the off-campus/alternative sites or methods, one report may be submitted. However, the assessment results must be disaggregated for each site. If the program, faculty, and/or associated assessments are different on campus than in the alternative sites, a separate program report must be submitted for each site. If you are unsure whether to submit one or multiple reports, please contact NASP.

### 11. If yes, list the sites at which the program is offered

### 12. Title of the certificate/state license for which candidates are prepared

License endorsed for School Psychologist

### 13. Program report status:

Initial Review

Response to a Not Recognized Decision

Response to National Recognition With Conditions

### 14. State Licensure requirement for national recognition: NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

Yes

No

## SECTION I - CONTEXT

Provide the following contextual information (in a narrative limited to 6 pages and in related attachments, as listed below). NOTE: If information for any of the seven items below already appears in one of the required attachments for this section, your narrative may simply refer to the attachment while citing the specific page number(s), (e.g., "see program's overall philosophy and goals on pages 2-3 of Program Handbook, Attachment I-C).

### **1. Description of any state or institutional policies that may influence the application of NASP standards.**

The University of Memphis program has been approved by the Tennessee State Department of Education since such approvals originated in 1975. Over the period of more than three decades, the program has graduated 222 students who have received one or more of the program's degrees or certification endorsement. The graduates have undertaken successful employment in several states though they are concentrated in the West Tennessee region. Where few school systems in the region had ever employed a school psychologist, all the districts are now served and many of their school psychologists are graduates of the University of Memphis program. The program has adhered to the NASP training and field placement guidelines since their inception in the late 1970s, and has held NASP Program Approval since its inception in 1988. The program continues to prepare school psychologists in accordance with the TN State Department of Education's description which reads:

"The school psychologist's primary responsibility is the well-being of children and youth. School psychologists promote, recognize, and value human diversity and are committed to the enhancement of human development, including social, emotional, and educational development, through the application of comprehensive school psychological services. School psychologists are committed to the enhancement of children, families, and schools. They are responsive to the unique needs of systems' and organizations' roles in promoting children's acquisition of academic as well as individual and social competencies. School psychologists bring a psychological perspective to bear on the problems of educators and the persons they serve including, but not limited to, special needs learners. School psychologists provide service to schools, children, and families within the context of a multidisciplinary model. Their special expertise requires training that is substantially different from that of teachers or other educational professionals. Prospective school psychologists will complete an integrated and sequential preparation program of study and practice. The education and professional development of a school psychologist is initiated in graduate level course work, refined in field experiences, and enhanced during professional practice."

The statement reflects that the TN SDE description and training expectations are comparable to those of NASP. There are no SDE policies that hinder the application of NASP standards in our program. In addition, there are no institutional policies that hinder their application.

### **2. Description of the administrative location of the program, including its relationship to the NCATE "unit" (typically, the college or school of education). Describe the support received from the institution and, if appropriate, others sources of support.**

The School Psychology Program is jointly sponsored by the Department of Psychology and College of Education. The initial program was developed in 1975 by a School Psychology Coordinating Committee (SPCC), which functions as the policy-making body for the MA/EdS program. Administered from the Psychology Department, the program is indirectly overseen by the Dean of Education and the Chair of the Psychology Department. The current 67 semester hour MA/EdS degree curriculum was initiated in 1982. The program has been accredited by NCATE since the 1970s and first received NCATE/NASP

approval in 1988.

The University of Memphis is a doctoral degree-granting urban research university committed to excellence in undergraduate, graduate, and professional education; in the discovery and dissemination of knowledge; in service to the metropolitan community, state, and nation; and in the preparation of a diverse student population for successful careers and meaningful participation in a global society. The University of Memphis remains committed to the education of a non-racially identifiable student body and promotes diversity and access without regard to race, gender, religion, national origin, age, disability, or veteran status. The University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, first professional, master's, educational specialist's and doctoral degrees.

The library provides one of the most electronically up-to-date information repositories within hundreds of miles. Library collections contain more than 13 million items. Holdings include nearly 3.1 million microformat materials and more than a million bound volumes. The U of M provides state-of-the-art computing facilities for student and faculty use, including a 24-hour TigerLAN lab. Thirty-five additional labs with more than 700 PC and Macintosh workstations and nearly "smart" classrooms complement teaching and research. The University has five state-approved Centers of Excellence including Center for Applied Psychological Research and Center for Research in Educational Policy. There are 25 endowed Chairs of Excellence.

The primary mission of the Department of Psychology is to advance the science and profession of psychology through the production and dissemination of knowledge related to the discipline, and the preparation of academic and professional psychologists. The commitment is reflected in graduate programs in both basic and applied science and in diverse research and scholarly pursuits. The Ph.D. program in Psychology was begun in 1966 and approximately 90 doctoral students are enrolled in the Ph.D. Program at present. There are currently approximately 90 PhD students, 36 students in the Master of Science in General Psychology, and 30 in the School Psychology (MA/EdS) Program.

The department occupies a building of 88,000 square feet that accommodates all types of psychological investigation, a clinic, undergraduate laboratories, a data analysis center, classrooms, and offices for all faculty and full-time graduate students. The department's laboratories and clinic are outfitted completely with modern equipment sufficient for faculty or student research or training activities. The department owns a large number of computers, which are networked within the Department. Wireless internet access is available to faculty and students in all campus instructional buildings. The department also houses two computer laboratories that are used for both research and teaching.

The Psychological Services Center offers a range of services to the university and the general public, and is a training and service unit for graduate programs in clinical and school psychology. The Center for Applied Psychological Research faculty have attracted millions of dollars in extramural funding and a strong record of accomplishments in publication, elected or appointed national professional offices, and numerous local and national honors and awards. The CAPR offers funding for faculty and student research and travel.

Faculty and graduate students conduct research and work on collaborative projects in numerous community agencies, including the Memphis City Schools, the Shelby County Schools, several school districts in the Mid-South Region, the Boling Developmental Disabilities Center, and St. Jude Research Hospital. Administrators of these agencies are receptive to making their facilities and subject populations available for diverse psychological research and service. The department faculty, students, and programs are spread over 6 research areas, with faculty and students in school psychology affiliated with the Child and Family Studies area. The Child and Family Studies Research Area includes students from child-clinical, family, developmental, and school psychology.

The College of Education (COE) is dedicated to preparing students for careers in a variety of professional and related occupational areas. Four academic departments make up the College of Education: Counseling, Educational Psychology and Research; Instruction and Curriculum Leadership; Health and Sport Sciences; and Leadership. School psychology students take courses in several of these departments including the areas of counseling, educational psychology and research, educational

leadership, reading, and special education. The COE also has several research and service units including The Reading Center, The Center for Research in Educational Policy, The Barbara K. Lipman Early Childhood School and Research Institute, and the University Campus School.

The conceptual framework of the COE consists of its vision for preparing educational leaders, its mission to pursue engaged scholarship, its philosophical commitments and principles, and its high expectations for candidate performance. The COE's vision is to be a leader in the preparation of urban professionals. The mission of the College of Education is to provide high-quality undergraduate and graduate instruction for urban students, to conduct meaningful research designed to illuminate and solve problems, and to use its expertise to serve our community. The theoretical model uniting all of these activities is engaged scholarship. The faculty engages in basic and applied research and creative activities. The college's urban environment provides a rich opportunity for research and creative scholarship, and opportunities to share that scholarship for the intellectual development of the region. The COE is committed to Effective Practice, Diverse Communities, and Leadership.

The joint nature of the school psychology program provides bridges among the efforts of the Psychology Department and the COE. Students are afforded training, research, and service opportunities in both academic units, and many graduate students hold assistantships related to their respective programs. Finally, school psychology students benefit from the diverse exposure to other educators and psychology trainees, instructional techniques, and knowledge bases throughout their training.

A complete description of the above academic units appears in the Program Handbook (Attachment C, Part I).

**3. Description of the program's overall philosophy and goals, including any unique elements in the program or those it serves (NASP Standard 1.1). (Note that additional information under NASP standards 1.1-1.5 should be provided by programs in required attachments listed below).**

The program's philosophy is an ecological, empirically-based model that focuses on the multiple systems in which children exist. This perspective recognizes the complex interaction of person variables within and across multiple systems. This philosophy also acknowledges that the manner in which problems are defined influences the subsequent use of assessment and intervention strategies. Using Bronfenbrenner's ecological model and Bandura's notion of reciprocal determinism, this blend of problem definition and system analysis is driven by the following premises.

- a. The client is not only the center of the ecological model but is also an active participant who brings multiple dynamics to the model.
- b. The context in which the client resides includes multiple systems that have both direct and indirect influences.
- c. A reciprocal relationship exists between client and system. The client acts on his/her environment exerting control and influence over variables in the immediate and larger systems. Also, the multiple contexts in which the client resides influence the psycho-social development, adjustment and educational experiences and performance of the client.
- d. School psychologists intervene in the ecology in multiple ways. For existing concerns, problems are defined with information related to the client, the multiple contexts, and the interaction between the client and context. This information guides the practice of school psychology including prevention, assessment, and intervention services.
- e. Additionally, school psychologists provide services that assist in the creation of healthy individuals and systems. These services focus on wellness and maintenance of healthy environments and individuals.

The overarching program model reflects the scientist-practitioner approach that balances knowledge, competencies, and skills in both research and practice. Students draw upon the scientific literature to

make decisions regarding practice with a focus on empirically-supported services. Students are also instructed regarding basic program evaluation techniques and treatment monitoring and evaluation in order to determine the effectiveness of their assessment and interventions. All students are taught to use a scientific, problem focused model to make clinical decisions by operationalizing problems, identifying appropriate data collection techniques, analyzing and interpreting data collected, and utilizing the findings to determine the target variables for intervention.

The program focuses on practitioner training for the delivery of comprehensive school psychological services primarily in school settings. The training of practitioner skills follows a curricular sequence in assessment and intervention with a focus on linking problem-solving assessment and intervention to all roles of the school psychologist. In addition to practitioner skills, MA/EdS students are trained in a “scientist as consumer” model which emphasizes the use of research findings in clinical decision-making. The overall goal of the MA/EdS program is that students will successfully complete the domain-related requirements of the program, obtain credentialing for school-based practice from the Tennessee State Board of Education or comparable authority in other states, and become Nationally Certified School Psychologists. The curriculum and student evaluations are organized to be consistent with the NASP training domains.

Additional information about the philosophy and goals appears in the Program Handbook, Part-II (Attachment C).

**4. Description of field experiences, including supervised practica and internship experiences required for the program. (NASP Standards 3.1-3.5) (Note that additional information under NASP standards 3.1-3.5 should be provided by programs in required attachments listed below).**

Field experiences are spread across the entire program. First-year students are assigned to credentialed school psychologists in area school districts who serve as mentors throughout the first year of training. Students volunteer (no academic credit is provided) one half day per week to be with the school psychologist and complete a series of experiences. This Professional Experience (PE) connects to the first-year practicum in the second semester whereby students may obtain casework in the schools as well as in the department’s Psychological Services Center. The first practicum (PSYC 7614a) is primarily related to the assessment sequence of courses (PSYC 7803, PSYC 7804). In the second year of training, students have field experiences associated with the intervention sequence of courses (PSYC 7806, 7805) and a formal practicum (PSYC 7614b). Each practicum carries three semester hours of credit. In the third year of the program, students complete a full-time internship in Memphis area school districts or elsewhere. As per NASP guidelines, the internship (PSYC 8812) is at a minimum a 1200 hour experience that follows a formal plan of comprehensive experiences and occurs under appropriate supervision. The internship carries 12 semester hours of credit.

Complete descriptions of field experiences are found in the Program Handbook, Part-II (see Attachment C) and in the corresponding course syllabi (see Attachment E).

**5. Description of the criteria for admission, (including means of assessing prior graduate work, if any), retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses, as well as the means by which the program assesses candidate professional work characteristics/dispositions. (NASP Standard 4.2)**

Admission Requirements and Expectations: The first program evaluation of each student is the review for admission. The criteria for admission to the MA/EdS and the PhD programs appear in the Graduate Bulletin (<http://academics.memphis.edu/gradcatalog/index.html>) and include quantitative and qualitative measures. No single measure is used in making a decision. Rather, the entire application file is reviewed in order to make a judgment of a student’s probable success in training to become a school psychologist. See also the Policy for Admission to the MA/EdS Program in Part III of the Program Handbook. Some

students apply to the program as non-degree students seeking only admission to complete the work necessary for an endorsement for state credentialing. These applications are reviewed against the usual admission requirements and ensure that appropriate degrees and work have already been satisfactorily completed (see Policy and Procedure for the Endorsement of Non-Degree School Psychology Licensure Students in Program Handbook, Part- III, Attachment C).

The Admissions Subcommittee is responsible for evaluating applicants to both the MA and EdS degrees, subject to policies and procedures established by the School Psychology Coordinating Committee.

Membership on the subcommittee includes three members chosen annually from the SPCC representing both education and psychology faculty. The Program Coordinator oversees the receipt of applications and filing of decisions of the subcommittee. The subcommittee chair, appointed by the Coordinator, oversees the evaluation process of each applicant. Each subcommittee member reviews and evaluates every applicant, with the exception of late conditional applicants who may be reviewed and evaluated by the subcommittee chair and coordinator.

A. The admissions criteria for both the MA and EdS degrees include:

1. Undergraduate overall GPA of 3.00 (consideration will be given to applicants with GPA in range of 2.50-2.99).
2. GRE scores will be considered in the admission review process. Applicants are expected to have a minimum of 450 in each of the main areas (Verbal and Quantitative) and a Writing Analysis score of 4.0 or higher. MAT scores are not used.
3. Three letters of recommendation from persons familiar with the applicant's work.
4. The applicant must have completed at least 18 semester hours in psychology and/or education courses.
5. Completion of appropriate application forms.
6. Submission of undergraduate and/or graduate transcripts

B. Students must complete the entire MA/EdS sequence or its equivalent for TSDE licensure endorsement.

C. Admission to the EdS degree level is contingent upon successful completion of all MA requirements in school psychology (or their equivalent), successful completion of any oral and/or written comprehensive examinations at the end of the MA sequence, and completion of appropriate form(s) for the program and Graduate School (These include the MA Comprehensive Examination, Recommendation to the EdS, and Committee Appointment forms). A student holding a Master's Degree from another university and desiring entrance to the EdS level must satisfy the above requirements for entrance to the EdS.

Expectations for Academic Progress: Following admission, the student must maintain a 3.00 GPA for all required graduate work, including a grade of "B" or better in the assessment and intervention sequences (7803/7804, 7805/7806) and have a "Satisfactory" grade in their related practica (7614a, 7614b). In addition to the academic and field experience expectations, personal work-related characteristics of every student are assessed in the annual evaluations (See Program Handbook, Part-III, Policy E, pp. 57-59, and the SEPPS process starting on p. 76).

Full-time status is expected of all students and part-time enrollment requires permission of the program director (See Program Handbook, Part-III, Policy D, p. 57).

**6. Description of the relationship<sup>(2)</sup> of the program to the unit's graduate conceptual framework (if applicable).**

As described in Part 2 above, the conceptual framework/philosophy of the Unit, Department of Psychology and the School Psychology Program are compatible. Students are expected to become school psychologists and make important contributions to the lives of children and families, as well as to their schools and communities. These ideals are achieved through contributions to scholarly work, service provision, leadership, and adherence to the commitments specified in the College of Education's

Conceptual Framework (See Program Handbook, Part-I, pp. 9-15, Attachment C).

(2)The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework

**7. Indication of whether the program has a unique set of program assessments and their relationship to the unit's graduate assessment system (if applicable)<sup>(3)</sup>.**

The program's assessment system is designed for graduate level preparation and review and corresponds to the NASP approval guidelines, and are not directly related to the assessment system of the Unit. Both assessment systems ensure thorough and regular review of the candidates at several points in their preparation.

(3)This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

**8. Attach the following for Section I. (Most attachments consist of forms or charts at the end of this document, all of which must be completed. Several attachments require additional program documents as noted below.):**

**Attachment I A. Chart of Candidate Information**

**Attachment I B. Chart of Faculty Information**

**Attachment I C. Program Handbook or other official document that includes the required program of study and other relevant policies and procedures of the program. The program of study should outline the courses and experiences required for candidates to complete the program. The program of study must include course numbers AND titles.**

**Attachment I D. Response to NASP Standard I (an additional attachment includes transcripts of three recent program completers---within the last academic year).**

**Attachment I E. Response to NASP Standard II (additional attachments include course syllabi and other documentation)**

**Attachment I F. Response to NASP Standard III (additional attachments include program documents related to internship and a sample internship agreement)**

**Attachment I G. Internship Summary**

2007folioATTACHMENT A.doc	2007folioATTACHMENT B.doc
2007folioATTACHMENT C.doc	2007folioATTACHMENT F.doc
2007folioATTACHMENT G.doc	Required Course Syllabi
2007folioATTACHMENT D.doc	2007folioATTACHMENT E.doc

See **Attachments** panel below.

## SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting NASP standards. All programs must provide a minimum of six assessments. If your state does not require a state certification test in school psychology, you must substitute data from the Praxis II in School Psychology to show attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

**1. Please provide following assessment information (Response limited to 250 characters each field)**

Name of Assessment <sup>(4)</sup>	Type or Form of Assessment <sup>(5)</sup>	When the Assessment Is Administered <sup>(6)</sup>
<p>Assessment #1: (Required)- CONTENT KNOWLEDGE: This must be a state or national school psychology credentialing exam. If your state does not require a school psychology credentialing exam, then the Praxis II in School Psychology must be required. Indicate the name of the test:</p>	<p>Praxis II, National Examination in School psychology Internship Year</p>	<p>Internship Year</p>
<p>Assessment #2: (Required)- CONTENT KNOWLEDGE: Program or course-embedded assessment of candidate knowledge. This might consist of a comprehensive examination, an oral or qualifying exam, an exam embedded in one or more courses that all candidates complete, and/or grades for courses in which NASP Standards 2.1-2.11 are addressed. Programs may use a combination of program or course-embedded content assessment methods.</p>	<p>Annual Review, SEPPS &amp; Portfolio Course Grades Specific course embedded assessment related information from PSYC 7800, 7802, 7803, 7804, 7805, 7806.</p>	<p>Every Semester First and Second Years End of semester when course is offered</p>
<p>Assessment #3: (Required)- PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment in practica that demonstrates candidates can effectively plan the professional responsibilities required of a school psychologist.</p>	<p>Practicum Ratings by Supervisor Practicum Grades</p>	<p>At the end of each Practica  At the end of each Practica</p>
<p>Assessment #4: (Required)- PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: INTERN EVALUATIONS BY FIELD SUPERVISORS. Assessment that demonstrates candidates' knowledge, skills, and professional work characteristics/dispositions are applied effectively in practice during internship.</p>	<p>Internship Ratings by Supervisors</p>	<p>Mid-Year and End of Internship</p>
<p>Assessment #5: (Required)- PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: COMPREHENSIVE, PERFORMANCE-BASED ASSESSMENT OF CANDIDATE</p>	<p>Internship Site Visit by Faculty Supervisor On-Campus meeting of interns</p>	<p>Second Semester of Internship February</p>

<p>ABILITIES EVALUATED BY FACULTY DURING INTERNSHIP. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice.</p>	<p>and faculty supervisor Review of Monthly Logs</p>	<p>Ongoing throughout internship</p>
<p>Assessment #6: (Required)- EFFECTS ON STUDENT LEARNING ENVIRONMENTS AND/OR LEARNING: Assessment that demonstrates that candidates 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. NOTE: You need not have a separate assessment of this area if it is addressed by assessment 5. Simply refer to the particular assessment(s) and aggregate the relevant data (e.g., particular items or sections of an assessment)</p>	<p>Practicum and Internship Student brief case vignettes of how they made a difference in a child's or family's life Annual Review SEPPS statements of how a difference was made in a child's or family's life Consultation Project in PSYC 7805</p>	<p>End of experience During annual reviews  End of class</p>
<p>Assessment #7: (Optional): Additional assessment that addresses NASP Domains. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.</p>	<p>Follow-up Ratings from Employers</p>	<p>End of practice years 1,2,3.</p>
<p>Assessment #8: (Optional): Additional assessment that addresses NASP Domains. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.</p>	<p>NASP membership and NCSP attainment</p>	<p>Post-Graduation to determine NASP membership and NCSP attainment</p>

(4) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(5) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(6) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course titles and numbers], or completion of the program).

### SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

**1. For each NASP standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NASP standards.**

#### I. PROGRAM CONTEXT/STRUCTURE

School psychology training is delivered within a context of program values and clearly articulated training philosophy/mission, goals, and objectives. Training includes a comprehensive, integrated program of study delivered by qualified faculty, as well as substantial supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, youth, families, and other consumers. Information is provided in Section I.

## DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

School psychology candidates demonstrate entry-level competency in each of the following domains of professional practice. Competency requires both knowledge and skills. School psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. School psychology programs ensure that candidates demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive and should be fully integrated into graduate level curricula, practica, and internship.

	#1	#2	#3	#4	#5	#6	#7	#8
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 services. Data-based decision-making permeates every aspect of professional practice.	B	B	B	B	B	E	B	E
2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.	B	B	B	B	B	B	B	E
2.3 Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these 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.	B	B	B	B	B	B	B	E
2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these 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	B	B	E	B	E	B	B	E

achieve those goals; and evaluate the effectiveness limited to, consultation, behavioral assessment/intervention, and counseling.								
2.5 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of 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 and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.	b	b	e	b	e	e	b	e
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.	b	b	b	b	b	e	b	e
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.	b	b	e	b	b	e	b	e
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.	b	b	e	b	e	e	b	e
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.	e	b	e	b	b	e	b	e
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.	b	b	b	b	b	e	b	b
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.	e	b	e	b	e	e	b	e

## 2. III. FIELD EXPERIENCES/INTERNSHIP

**School psychology candidates have the opportunities to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice outlined in these standards and the goals and objectives of their training program.**

**Information is provided in Section I.**

#### **IV. PERFORMANCE-BASED PROGRAM ASSESSMENT AND ACCOUNTABILITY**

**School psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. A key aspect of program accountability is the assessment of the knowledge and capabilities of school psychology candidates and of the positive impact that interns and graduates have on services to children, youth, families, and other consumers.**

**Information is provided in Section V.**

### **SECTION IV - EVIDENCE FOR MEETING STANDARDS**

**DIRECTIONS:** The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE's unit standard 1:

- Content knowledge<sup>(7)</sup>
- Pedagogical and professional knowledge, skills and dispositions
- Focus on student learning

**NOTE: DATA FOR EACH YEAR ARE TO BE REPORTED FOR THE PAST 3 OR MORE YEARS.** (Note: During initial implementation of the template, the following minimum data can be submitted: (a) Fall 2006 and Spring 2007 reviews: data for a minimum of one semester/quarter for at least five assessments; (b) Fall 2007 and Spring 2008 reviews, data for a minimum of one year for ALL assessments; (c) Fall 2008 and Spring 2009 reviews, data for a minimum of two years for ALL assessments; (d) Fall 2009 reviews and beyond, data for a minimum of three years for ALL assessments. However, please note that many of the assessments have been required for NASP approval for several years; thus, it is expected that school psychology programs will submit three years of data for most assessments, even during this initial implementation period).

The specific information to be submitted for the state or national credentialing exam results is outlined in Assessment #1 below. For all other areas, provide the following evidence, plus any additional information requested in the applicable assessment area:

In narrative form:

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with each domain it is cited for in Section III.

3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting each domain it is cited for in Section III; and

In attachments:

5. Documentation for each assessment (Attachments IV, Assessments 1-8), including<sup>(8)</sup> :
  - (a) the assessment tool or description of the assignment;
  - (b) the scoring guide for the assessment; and
  - (c) aggregated candidate data derived from the assessment, with aggregated data specific to each NASP domain that it is intended to assess.

(7)It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

(8)All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be available.

The narrative section for each assessment (1-4 above) is limited to two text pages. It is preferred that each attachment for a specific assessment (5a-c above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond 5 pages. If courses are referenced in any documents, course numbers AND titles must be provided.

**2. #1 (Required)-CONTENT KNOWLEDGE: Data from state or national school psychology credentialing exam<sup>(9)</sup> . If your state does not require a school psychology credentialing exam, then data for the Praxis II in School Psychology must be submitted.**

**In the narrative for Assessment #1, list (a) name of exam used; (b) type of score yielded from the exam; (c) the criterion score for passing the exam set by your program, (d) if the exam is required for the state school psychology credential; and (e) the criterion score for passing the exam set by your state credentialing agency, if applicable. Then, in the Attachment for Assessment #1 provide aggregated data and scores derived from the assessment for all program candidates each year for the last three years, including the percentage of program completers each year that passed the exam.**

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See **Attachments** panel below.

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<sup>(9)</sup> NCATE will provide a link to a sample response for this requirement

**4. #2 (Required)-CONTENT KNOWLEDGE: Program and/or course-embedded assessment of candidate knowledge. This might consist of a comprehensive examination, an oral or qualifying exam, an exam embedded in one or more courses that all candidates complete, and/or grades for courses in which content knowledge for NASP Standards 2.1-2.11 is addressed. Programs may use a combination of program or course-embedded content assessment methods for Assessment 2. Note: In Assessment #2, EACH one of the NASP domains, Standards 2.1-2.11, must be assessed,**

and aggregated attainment data for each domain must be reported.

Provide assessment information (items 1-5) as outlined in the directions for Section IV. If a program uses a combination of program or course-embedded content assessment methods for Assessment 2, the program must provide assessment information (items 1-5) for EACH method.

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See **Attachments** panel below.

**5. #3 (Required)-PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:**

Assessment of candidates during practica that shows they can effectively plan and carry out school psychological services. Examples include data-based decision-making, cognitive/academic and social/behavioral assessment and intervention, mental health services, and other services that demonstrate the development of specific candidate skills necessary for the delivery of professional responsibilities.

**NOTE:** This assessment may consist of an assessment embedded in one more separate courses requiring a practicum component or consist of a required component in a more general practicum course.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

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See **Attachments** panel below.

**6. #4 (Required)- PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: INTERN EVALUATIONS BY FIELD SUPERVISORS.** Assessment that demonstrates candidates' knowledge, skills, and professional work characteristics/dispositions are applied effectively in practice during internship. Note: In Assessment #4, EACH one of the NASP domains, Standards 2.1-2.11, must be assessed, and aggregated attainment data for each domain must be reported.

Provide assessment information (items 1-5) as outlined in the directions for Section IV. (Include complete assessment instrument.)

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See **Attachments** panel below.

**7. #5 (Required)- PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: COMPREHENSIVE, PERFORMANCE-BASED ASSESSMENT OF CANDIDATE ABILITIES EVALUATED BY FACULTY DURING INTERNSHIP.** Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

See **Attachments** panel below.

**8. #6 (Required)-EFFECTS ON STUDENT LEARNING ENVIRONMENTS AND/OR LEARNING:** Assessment that demonstrates that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidence by measurable positive impact on children, youth, families, and other consumers. (NASP Standard 4.3).

**NOTE:** You need not have a separate assessment of this area if it addressed by Assessment 5. Simply refer to the particular assessment(s) and aggregate the relevant data (e.g., particular items or sections of an assessment) that demonstrates that candidates 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.

**Provide assessment information (items 1-5) as outlined in the directions for Section IV.**

See **Attachments** panel below.

**9. #7 (Optional):** Additional assessment that addresses NASP Domains. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.

**Provide assessment information (items 1-5) as outlined in the directions for Section IV.**

See **Attachments** panel below.

**10. #8 (Optional):** Additional assessment that addresses NASP Domains. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.

**Provide assessment information (items 1-5) as outlined in the directions for Section IV.**

See **Attachments** panel below.

## **SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM**

**1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and**

**changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.**

**(Response limited to 12,000 characters)**

The University of Memphis program has been NASP-approved since such approval was initiated in 1988. It has a strong legacy of training qualified school psychologists, most of whom have remained in the Mid-South Region. In fact, program graduates have virtually populated the school districts of West Tennessee where no full-time practitioners had been previously employed. Internal and external assessments of the program over several decades have led to the changes described in the program's history (See Handbook, Part I). Candidate assessment has been a significant part of this progress. As described in the Handbook (pp. 53-54), assessment of students and the program occurs at several steps across the 3-year training experience and beyond. Thus, alterations in the program and its policies can be implemented in a short period of time, and ongoing support for effective practices observed.

Based on assessment information, some program changes are made by specific faculty in their courses. Other changes may evolve from the annual student review or admissions committees that include several faculty members. Broad-based program changes that involve policy amendments or development are made by way of the School Psychology Coordinating Committee. Examples of strengthening the program based on the assessment reviews follows:

1. Because the MA/EdS program is jointly sponsored, program core faculty and the associate dean from the College of Education are involved in the key assessments. In several instances, this has allowed the evaluators to judge the needs of students relevant to courses in psychology and education. This is a strength of the annual evaluation process and one which we intend to continue. For example, annual reviews have encouraged us to require COUN 7542 (Theories of Child Counseling & Consulting) instead of continuing to require either that course or COUN 7541 (Theories of Counseling & Personality).

2. On-campus intern meetings, as well as intern supervisor evaluations and later employment ratings, help us guide experiences for the future. From these assessments we have been able to develop greater mental-health as well as academic interventions emphases into our second year sequence. This will be even stronger under the direction of our recent hire: Dr. Beth Meisinger. These assessments also afford strong and respectful relationships with field sites and employers.

3. Our post-graduation employment surveys have strengthened our resolve to restrict admissions to the most qualified applicants, and throughout training, to attend to the importance of trainee personal-social characteristics as well as academic development. The annual portfolio and interview assessments are very helpful in emphasizing this to each student.

4. We have also continued our emphasis on improving report writing skills. Students are provided varying models of reports in assessment, professional experience, practicum, and internship. Our interns and graduates often receive high praise for their assessment and writing skills.

5. Feedback from Professional Experience mentors in the Memphis City Schools resulted in our initiating in 2006-2007 a beginning-of-the-year meeting of all incoming students and the school psychologist mentors participating in the program. Prior to this time, students had to find their own mentors and the process was more difficult to get underway. Now, a list of potential mentors (many of whom are previous graduates) is sent in August to the program director who makes student-mentor match-ups. The beginning-of-the-year meeting allows for these people to meet and make initial plans as

well as to resolve any questions.

6. Student feedback and the efforts of Dr. Floyd led to new student mentoring assignments through the School Psychology Association (SPA). Now, at our beginning-of-the-year orientation for all new students, each incoming student is assigned a mentor for assistance throughout the program.

7. To better clarify our internship and its relationship to the NASP domains, the internship plan and its assessment has been keyed to the NASP domains.

8. The Student Instruction Rating System (SIRS) is required by the university for all didactic classes. These ratings are routinely used in the evaluation of school psychology faculty instruction and assist in the planning of courses for the following year. As an anonymous source of student feedback, the ratings and comments are used in combination with other assessments to improve program content and experiences. Among examples of these improvements was the increased credit hours for the first assessment course (from 3 to 4 sem. hrs.). The family interviews and experiences of PSYC 7802 were also enhanced as a result of student feedback.

9. The practicum follow-up information from parents/clients has led to practicum students routinely informing parents of the probable length of time involved in our cases and has led to a reduction in the overall time frame in which cases are being completed.

10. The experience of completing this evaluation and comparing it to the NASP Sample Program Submission reveals areas in which the program may reconsider the structure and process of its assessments. Although averse to the notion that additional quantitative assessments (e.g., rating scale judgments), such as those presented for the sample of Assessment #5, will benefit our program, we may take this under review in the coming year. We believe the qualitative comments gathered in our assessments, interviews, and visits are equally as important. Our present system relies heavily (a) on the trusted relationship developed with many supervisors over the past 20 years and their qualitative judgments and (b) those of the program director making site visits. All students undergo a rigorous evaluation, and it is difficult to get to the point of internship in our program. Barring disastrous faculty misperceptions along the way, it is all but impossible to get a recommendation for internship from the program director if there is any sense the intern will not be successful. Our interns are uniformly successful and the program typically garners high praise from supervisors.

The Memphis City Schools Mental Health Center is a comprehensive service facility and has mentored 51% of all the program interns since 1990, and more than 70% over the past 30 years. The supervisors' feedback on our interns has been very helpful and encouraged us to be the first program in Tennessee to require the EdS degree for Tennessee State Department of Education certification endorsement (almost 20 years before the EdS level was required). In so doing we added the second year sequence on interventions. At the continued encouragement of the MCS supervisors we have strengthened our interventions to include more group work, as well as academic and mental health emphases. These adjustments came in large part from the supervisor's written comments and on-site visits.

11. The collective feedback from students and supervisors over several years has reinforced the wisdom of coordinating a series of practical experiences throughout the program. The Professional Experience of first year students leads into the first year practicum. The second year student completes an additional practicum, often in the same setting as the first year. By the point of entering the internship, all the students are comfortable with the school setting and are better prepared to enter into the work of the school psychologist.

**1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at <http://www.ncate.org/institutions/process.asp?ch=4> (Response limited to 24,000 characters.)**

**2. Directions: Complete the following table by providing a brief response to each standard. The brief responses should describe (a) official “policy” that addresses this standard and (b) “practice” that demonstrates the program’s implementation of the standard. The program’s brief response should reference relevant documentation (refer to specific document, such as a program handbook, and page number in this or other attachments) to support program policy and practice. In addition to the program handbook in Attachment C, include transcripts of three recent (within the last academic year) program completers as part of this attachment, and reference these documents in the brief responses below, as needed to support policy and practice of the program. (Candidate identity must be masked on the transcripts). If the program handbook does not contain program academic requirements, also include relevant pages from the institution’s graduate catalog or other source of institutional documentation of program requirements. To download the template [Click here](#)**

**THANK YOU**

This is the end of the report. Please click "Next" to proceed.