

STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM

Program Name: Masters en Route to the Specialist in School Psychology, Fall 2024

Dept: Psychology

College: College of Liberal Arts and Sciences

Submitted by: John Mace, Department Chair

Prepared by: Margaret Floress, Graduate Program Coordinator

Part 1:

CGS Learning Goal #1 A depth of content knowledge	Program Learning Goal(s): Students will develop content and performance knowledge (theoretical foundation and application) related to successful practice as a school psychologist.
How are learners assessed?	<ul style="list-style-type: none"> a) 2nd Year Portfolio (4-point scale): Students complete a 2nd year portfolio at the end of the 2nd academic year, which focuses on analyzing, organizing, and presenting content knowledge and emerging performance knowledge. b) Post-internship Survey (5-point scale): Survey is completed by graduating students. c) Praxis Exam: Exam necessary for national certification (i.e., Nationally Certified School Psychologist by NASP)
What are the expectations for the students?	<ul style="list-style-type: none"> a) 2nd Year Portfolio: Students will “Meet” (3 – rating) or “Exceed” the standard for Content Knowledge related to each of the 10 NASP Domains. b) Post-internship Survey: Students will rate “Agree” (4- rating) or “Strongly Agree” (5-rating) on all items. c) Praxis Exam: Students will achieve a passing score (i.e., 155).
What are the expectations for the program?	<ul style="list-style-type: none"> a) 2nd Year Portfolio: 90% of students will “Meet” (3 – rating) or “Exceed” (4 – rating) the standard for Content Knowledge related to each of the 10 NASP Domains. b) Post-internship Survey: 90% of students will have a mean rating of “Agree” (4-rating) or better across all items. c) Praxis Exam: 100% of students will achieve a passing score (i.e., 155).
What were the results?	<ul style="list-style-type: none"> a) 2nd Year Portfolio: 93% (13 of 14) of students passed. b) Post-internship Survey: 100% of students’ average rating across <i>all</i> items were 4 or better (range: 3.94-4.77). The range for the 10 NASP Domain items = 4.1-5.0. c) Praxis Exam: 100% of students passed (average = 173).

How are the results shared? How will these results be used?	<ul style="list-style-type: none"> a) 2nd Year Portfolio: Aggregate data are shared with the School Psychology faculty. Data are used for NASP accreditation b) Post-internship Survey: Aggregate data are shared with the School Psychology faculty. Data are used for NASP accreditation. c) Praxis Exam: Aggregate data are shared with the School Psychology faculty. Data are used for NASP accreditation.
CGS Learning Goal #2: Critical thinking and problem-solving skills	Program Learning Goal(s): Students will demonstrate knowledge and application of psychological principles to problem solving, communication, and critical thinking in practicum internship.
How are learners assessed?	<ul style="list-style-type: none"> a) Practicum Supervisor Ratings (4-point scale): Practicum supervisors rate students at the end of the semester, final ratings. b) Intern Supervisor Ratings (4-point scale): Intern supervisors rate students at the end of the internship, final ratings. c) Intern Portfolio (4-point scale): Students complete an intern portfolio at the end of internship (3rd year), which focuses on analyzing, organizing, and presenting content knowledge and performance knowledge. d) Illinois State Certification Exam: Exam necessary for Illinois certification.
What are the expectations for the students?	<ul style="list-style-type: none"> a) Practicum Supervisor Ratings: Students will “Meet” (3 – rating) or “Exceed” (4-rating) each item related to the 10 NASP² Domains by the end of practicum. b) Intern Supervisor Ratings: Students will “Meet” (3 – rating) or “Exceed” (4-rating) each item related to the 10 NASP² Domains by the end of internship. c) Intern Portfolio: Students will “Meet” (3 – rating) or “Exceed” (4-rating) the standard for Content Knowledge and Performance Knowledge related to each of the 10 NASP Domains. d) Illinois State Certification Exam: Students will achieve a passing score (i.e., 240).
What are the expectations for the program?	<ul style="list-style-type: none"> a) Practicum Supervisor Ratings: 90% of students will “Meet” (3-rating) or “Exceed” (4-rating) each item related to the 10 NASP Domains by the end of practicum. b) Intern Supervisor Ratings: 90% of students will “Meet” (3-rating) or “Exceed” (4-rating) each item related to the 10 NASP Domains by the end of internship. c) Intern Portfolio: 90% of students will “Meet” (3 – rating) or “Exceed” (4 – rating) each standard for Content Knowledge and Performance Knowledge related to each of the 10 NASP Domains.

	d) Illinois State Certification Exam: 100% of students will achieve a passing score (i.e., 240).
What were the results?	a) Practicum Supervisor Ratings: 100% of students were rated as “Meeting” or “Exceeding” each item related to the 10 NASP Domains. b) Intern Supervisor Ratings: 100% of students were rated as “Meeting” or “Exceeding” each item related to the 10 NASP Domains. c) Intern Portfolio: 100% of students passed. d) Illinois State Certification Exam: 100% of students passed (average = 254).
How are the results shared? How will these results be used?	a) Practicum Supervisor Ratings: Program coordinator reviews results with program faculty. Data are used for NASP accreditation. b) Intern Supervisor Ratings: Program coordinator reviews results with program faculty. Data are used for NASP accreditation. c) Intern Portfolio: Program coordinator reviews results with program faculty. Data are used for NASP accreditation. d) Illinois State Certification Exam: Program coordinator reviews results with program faculty. Data are used for NASP accreditation.

CGS Learning Goal #3: Effective oral and written communication skills	Program Learning Goal(s): Students will demonstrate knowledge and application of psychological principles via professional speaking and writing skills.
How are learners assessed?	a) Intern Supervisor Ratings (4-point scale): Intern supervisors rate students on relevant items (speaking and writing) at the end of the internship, final ratings. b) Post-Internship Survey (5-point scale): Survey is completed by graduating students. Students rate relevant items (speaking and writing skills). c) Thesis Oral & Written Eval (4-point scale): Faculty on the students’ thesis committee rate the student’s thesis on (a) written quality and (b) oral presentation.
What are the expectations for the students?	a) Intern Supervisor Ratings: Students will “Meet” (3 – rating) or “Exceed” (4-rating) relevant items (speaking and writing). b) Post-Internship Survey: Students will “Agree” (4- rating) or “Strongly Agree” (5-rating) with adequate development of relevant items (speaking and writing). c) Thesis Oral & Written Eval (4-point scale): Students will “Meet” (3-rating) or “Exceed” (4-rating) written quality and oral presentation for thesis.
What are the expectations for the program?	a) Intern Supervisor Ratings: 90% of students “Meet” (3-rating) or “Exceed” (4-rating) the relevant items (speaking and writing).

	<ul style="list-style-type: none"> b) Post-Internship Survey: 90% of students will “Agree” (4-rating) or “Strongly Agree (5-rating) adequate development of professional speaking and writing skills. c) Thesis Oral & Written Eval: 90% of students will “Meet” or “Exceed” written quality and oral presentation of the thesis.
What were the results?	<ul style="list-style-type: none"> a) Intern Supervisor Ratings: 100% of students “Met” or “Exceeded” the standards for speaking and writing. b) Post-Internship Survey: 100% of students “Agreed” or “Strongly Agreed their professional writing was adequately developed. 86% of students “Agreed” or “Strongly Agreed their professional speaking was adequately developed. c) Thesis Oral & Written Eval: 100% of students “Met” or “Exceeded” written quality and oral presentation of the thesis.
How are the results shared? How will these results be used?	<ul style="list-style-type: none"> a) Intern Supervisor Ratings: Program coordinator reviews results with program faculty. Data are used for NASP accreditation. b) Post-Internship Survey: Program coordinator reviews results with program faculty. Data are used for NASP accreditation c) Thesis Oral & Written Eval: Program coordinator reviews results with program faculty. Data are used for NASP accreditation.
CGS Learning Goal #4: Evidence of advanced scholarship through research and/or creative activity.	Program Learning Goal(s): Students will develop an understanding of statistics and research methodology and demonstrate the ability to apply this knowledge.
How are learners assessed?	<ul style="list-style-type: none"> a) Post-internship Survey (5-point scale): Survey is completed by graduating students. b) Thesis defense: Student successfully defends their thesis. c) Intern Portfolio (4-point scale): Students complete an intern portfolio at the end of internship (3rd year), which focuses on analyzing, organizing, and presenting content knowledge and performance knowledge.
What are the expectations for the students?	<ul style="list-style-type: none"> a) Post-internship Survey: Students will “Agree” (4- rating) or “Strongly Agree” (5-rating) with adequate development on relevant items (Research & Evidence-Based Practice). b) Thesis defense: Student will successfully defend their thesis within three years of starting the program. c) Intern Portfolio: Students will “Meet” (3 – rating) or “Exceed” the standard for Content Knowledge and Performance Knowledge related to each of the 10 NASP Domains. This demonstrates the student’s ability to make data-based decisions.

What are the expectations for the program?	<p>a) Post-internship Survey: 90% of students will rate the relevant items (Research & Evidence-Based Practice) 4 or higher.</p> <p>b) Successful thesis defense: 90% of students will successfully defend their thesis within three years of starting the program.</p> <p>c) Intern Portfolio (4-point scale): 90% of students will “Meet” (3 – rating) or “Exceed” (4 – rating) the standard for Content Knowledge and Performance Knowledge related to each of the 10 NASP Domains at first submission.</p>
What were the results?	<p>a) Post-internship Survey: 100% of students rated the relevant items (Research & Evidence-Based Practice) 4 or higher.</p> <p>b) Successful thesis defense: 93% (13 of 14) students successfully defended.</p> <p>c) Intern Portfolio: 100% of students passed.</p>
How are the results shared? How will these results be used?	<p>a) Post-internship Survey: Program coordinator reviews results with program committee. Data are used for NASP accreditation.</p> <p>b) Successful thesis defense: Program coordinator reviews results with program committee. Data are used for NASP accreditation.</p> <p>c) Intern Portfolio: Program coordinator reviews results with program committee. Data are used for NASP accreditation.</p>

CGS Learning Goal #5: Ethics and Professional Responsibility	Program Learning Goal(s): Students will demonstrate an understanding of ethical principles and standards in classes and in applied settings.
How are learners assessed?	<p>a) Praxis Exam: Exam necessary for national certification (i.e., Nationally Certified School Psychologist by NASP).</p> <p>b) Post-internship Survey (5-point scale): Survey is completed by graduating students.</p> <p>c) Practicum Supervisor Ratings (4-point scale): Practicum supervisors rate students on the relevant items (Adheres to Ethical Practices) at the end of the semester, final ratings.</p> <p>d) Internship Supervisor Ratings (4-point scale): Intern supervisors rate students on the relevant items (Adheres to Ethical Practices) at the end of the internship, final ratings.</p>
What are the expectations for the students?	<p>a) Praxis Exam: Students will score 70% or above on the Ethical and Legal considerations portion of the test.</p> <p>b) Post-internship Survey: Students will “Agree” (4-rating) or “Strongly Agree” (5-rating) on adequate development of the relevant items (Research & Evidenced-Based Practices).</p>

	<p>c) Practicum Supervisor Ratings: Students will “Meet” (3 – rating) or “Exceed” (4-rating) standards on the relevant items (Adheres to Ethical Practices).</p> <p>d) Internship Supervisor Ratings: Students will “Meet” (3 – rating) or “Exceed” (4-rating) the standards on the relevant items (Adheres to Ethical Practices).</p>
What are the expectations for the program?	<p>a) Praxis Exam: 90% of students will score 70% or above on the Ethical and Legal considerations portion of the test.</p> <p>b) Post-internship Survey: 90% of students will rate the relevant items (Ethics & Professional Standards) 4 or higher.</p> <p>c) Practicum Supervisor Ratings: 90% of students will “Meet” or “Exceed” the relevant items (Adheres to Ethical Practices) 3 or higher.</p> <p>d) Internship Supervisor Ratings: 90% of students will “Meet” or “Exceed” the relevant items (Adheres to Ethical Practices) 3 or higher.</p>
What were the results?	<p>a) Praxis Exam: 86% (12 of 14) students scored 70% or higher on Professional Practices.</p> <p>b) Post-internship Survey: 100% of students.</p> <p>c) Practicum Supervisor Ratings: 100% of students.</p> <p>d) Internship Supervisor Ratings: 100% of students.</p>
How are the results shared? How will these results be used?	<p>a) Praxis Exam: Program coordinator reviews results with program faculty. Data are used for NASP accreditation.</p> <p>b) Post-internship Survey: Program coordinator reviews results with program faculty. Data are used for NASP accreditation.</p> <p>c) Practicum Supervisor Ratings: Program coordinator reviews results with program faculty. Data are used for NASP accreditation.</p> <p>d) Internship Supervisor Ratings: Program coordinator reviews results with program faculty. Data are used for NASP accreditation.</p>

NASP, National Association of School Psychologists (accreditation body).

PART TWO

Describe what your program’s assessment accomplishments since your last report was submitted. Discuss the ways in which you have responded to the Graduate Assessment Summary Response from last year’s report or simply describe what assessment work was initiated, continued, or completed.

Our program last obtained **National Recognition** (Full-Approval) from the National Association of School Psychologists (NASP) on February 1, 2022, which remains in effect through September 15, 2028. This recognition is the highest recognition available to School

Psychology Programs offering the Specialist degree. The training of school psychologists is highly regulated by the National Association of School Psychologists (NASP) and the Illinois State Board of Education (ISBE). Therefore, our program is designed to meet the training standards identified by these accreditation bodies. Our program was evaluated by the Council on Graduate Studies last Spring 2024 and met criteria to be deemed a **Program of Excellence at Eastern Illinois University**. This distinction remains in effect through Spring 2028. Our program also collaborates with the Certifying Officer in the College of Education for processing certification forms (i.e., school psychology licensure). Our program has a **100% pass rate for the IL state certification exam and the national certification exam**. Our program is also a member of the IL Directors of University School Psychology Programs (DUSPP), which includes coordinators from each of the nine school psychology programs in Illinois. Directors meet at least two times a year to address school psychology training, accreditation, licensing, and advocacy related issues. We also work together to create uniform internship standards (e.g., training, supervision, evaluation) for school psychology interns (specialist and doctoral) across the state.

Responses regarding the last submitted SLAP report in 2022 were very positive (e.g., “We commend the way your program makes good use of D2L....we appreciate your pivot to holding virtual open houses....your program really prepares students for the field....your program has a strong assessment plan that highlights all the great instruction offered”). Considering this feedback, we aligned the assessment of writing and oral communication more closely with a program learning goal (i.e., Students will demonstrate knowledge and application of psychological principles via professional speaking and writing skills). In addition, we have gathered data from measures which directly measure students’ writing and speaking skills. Since our last report we have also updated all our practicum, internship, post-intern evaluations to be aligned with the 2020 NASP Training Domains. We have also added all these assessments to Qualtrics. Our current post-intern evaluation is currently on a 5-point scale, whereas our other measures are on a 4-point scale. We plan to revise the post-intern evaluation to a 4-point scale, assuming it does not disrupt our data collection process which is in place for our next NASP review (i.e., we need data from three complete cohorts).

Considering all available information from varied raters/assessors (students, practicum supervisors, internship supervisors, faculty, and licensing/certification examinations), the EIU School Psychology program appears to be continuing to more than adequately prepare students for professional practice as school psychologists. As such, we will continue to implement curricular methods and supervised experiences to continue this success.

Describe what assessment work was initiated, continued, or completed.

The School Psychology Program continues to use the previous eight assessment methods noted in other reports. The following is a list of assessment methods presently used.

1. State Licensure Examinations (by ISBE)

The Illinois State Licensure Examination measures the following subareas: (1) Human Development, Diversity, and Learning (2) Decision Making Individual, Group, & School Needs, and (3) The Practice of School Psychology.

2. PRAXIS II School Psychology Certification Examination (by NASP)

The Praxis II School Psychology Certification Examination measures the following subareas: (1) Professional Practices -practices that permeate all aspects of service, (2) Direct and Indirect Services for Children Families, and Schools, (3) Systems-level Services, and (4) Foundations of School Psychological Service Delivery.

These examinations (1 & 2) typically address content consistent with the NASP Training Standards and ISBE Standards, which are aligned with each other (NASP Training Standards are found at the end of this document). Thus, both examinations assess a student's content knowledge and performance knowledge for providing effective psychological services in the public-school setting; and results are used as indicators of comprehensive knowledge of the candidate. Results also provide a reference group comparison and feedback to the program. Candidates are compared to the state and national norms, i.e., Illinois and NASP, respectively. Further, program faculty examine test results to identify patterns that may inform program change.

3. 2nd Year Portfolio-Content Knowledge

Prior to internship, candidates submit a portfolio demonstrating content knowledge in the 10 NASP Training Standards: 1) Data-Based Decision Making, 2) Consultation and Collaboration, 3) Academic Interventions and Instructional Supports, 4) Mental and Behavioral Health Services and Interventions, 5) School-Wide Practices to Promote Learning, 6) Services to Promote Safe and Supportive Schools, 7) Family, School, and Community Collaboration, 8) Equitable Practices for Diverse Student Populations, 9) Research and Evidence-Based Practice, and 10) Legal, Ethical, and Professional Practice. For this portfolio, candidates are required to address each Standard: describe the knowledge indicators for the standard, how the candidate meets the standard, provide plans for remediating unmet standard, and provide supportive documents from course work and practica. In addition, the student presents the content of the portfolio to the program faculty in person, answers questions, and receives feedback.

The 2nd Year Student Portfolio (along with the presentation and question and answer) is used as a comprehensive qualifying examination, an indicator of comprehensive knowledge in the 10 NASP training Standards. The Portfolio is rated by at least three faculty members using the following criteria: Fails to Meet Standard =1, Below Standard =2, Meets Standard = 3, and Above Standard = 4.

4. Practica

Candidates are required to complete three practica (classroom-based, assessment, and consultation/counseling) totaling 450 hours (150 hours each). Candidates are placed in area public schools. To assess the candidates' performance and progress, field supervisors evaluate each candidate at midterm and at the end of the semester. By the end of the semester, the student is expected to earn a rating of “Meets Standard = 3” or “Above Standard = 4” on all items evaluating the students’ performance related to the 10 NASP Training Domains. Because field supervisors observe firsthand the student’s preparation and readiness for practice, practica data are used to monitor student progress, and provides feedback regarding the program effectiveness.

5. Internship

The Specialist in School Psychology Degree candidates complete 1,200 hours (1 school year) in a fulltime internship in a public-school setting, rotating through different levels (preschool, elementary, middle school, and high school). Each intern is supervised by an experienced and licensed school psychologist. The supervisor evaluates the candidate at the middle of the school year (January) and at the end of the school year (May or June, depending on the school district) using the following criteria: Fails to Meet Standard =1, Below Standard =2, Meets Standard = 3, and Above Standard = 4. Interns are expected to earn a rating of “Meets Standard = 3” or “Above Standard = 4” on all items evaluating the students’ performance related to the 10 NASP Training Domains. Similar to practica, internship data indicate candidates’ progress and competence to enter the field and also provides feedback to the program from intern supervisors.

6. Intern Portfolio-Performance Knowledge

Prior to the end of their internship year, candidates submit a portfolio that is assessed primarily based on case studies that are indicators of performance knowledge and competencies in the 10 NASP Training Standards presented at the end of this report. The Intern Portfolio is used as a comprehensive capstone assessment, an indicator of comprehensive knowledge and performance. The Portfolio is rated by at least three school psychology program faculty members on the following criteria: Fails to Meet Standard =1, Below Standard =2, Meets Standard = 3, and Above Standard = 4. To pass the portfolio, candidates must meet or exceed the criteria on all standards.

7. Thesis

Successful completion of thesis is a capstone experience for our students. In addition to giving them an area of expertise in a subject area, students demonstrate critical thinking, research skills, problem solving, writing, and oral communication. The quality of a thesis is judged by a committee of at least three faculty members on the following items: *knowledge of the literature on the topic, research question and hypothesis, method, design and analysis, results, discussion (critical evaluation of results, including limitations), writing, communication*, and so on. The thesis is rated using the following criteria: Fails to Meet Standard =1, Below Standard =2, Meets Standard = 3, and Above Standard = 4. To pass the thesis, candidates must receive a “Meets” or “Exceeds” the standard from the committee. In addition, the committee members evaluate the student’s thesis for writing quality and oral presentation using the same criteria. Students are expected to receive a “Meets” or “Exceeds” standard for writing quality and oral presentation.

8. Post-Internship Survey

Program candidates are required to complete the post-internship survey to provide feedback to the program. They are able to compare their training to the demands of practice and provide the faculty with useful information for improving the program (Rating: 1=Strongly Disagree, 2=Disagree, 3=Unsure, 4=Agree, 5=Strongly Agree). The goal is to receive an average rating of 4 or 5, Agree or Strongly Agree, across all the items.

PART THREE

Summarize changes and improvements in curriculum, instruction, and learning that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

The quality and variety of assessment methods used by the program are in line with its accrediting body, the National Association of School Psychologists, and Illinois State Board of Education. Formal and informal feedback was used to inform the following program change.

1) **Course Content:** The practice of School Psychology is often in a flux due to changes in regulations and law as well as emerging evidence-based practices. Although it is impossible to teach everything the practice requires, the faculty attempt to expose program candidates to the core content areas and enable candidates to become resourceful and to depend on the current literature for answers. The program is a three-year program, and candidates complete 77 credit hours. Changes to curricula/courses made and reported in the 2022 SLAP report appear to have benefited students based on assessment information presented in the present report. As such we will

continue these and continue to monitor professional and research changes impacting the practice of school psychology to be able to incorporate into our classes.

The 10 National School Psychology Standards (around which we build many of our assessment practices) were updated in June 2020 and are summarized below. We have updated our curriculum materials (syllabi and content) and assessments to be aligned with the slight changes to the 2020 NASP Standards. NASP has recently been recognized by the Council for Higher Education Accreditation (CHEA) as an accrediting organization and now capable of accrediting school psychology training programs directly. We plan to move to the CHEA accreditation through NASP process for our next review.

2) On-line Application: The application process for our program is entirely on-line. Although having the application process on-line is preferred over paper submission, there are issues with the platform that are problematic for our program and confusing for potential applicants. For instance, although we only review applications in January and enrollment is in the fall, applicants can apply at any time and select enrollment in the spring or summer. This is confusing for applicants and is time consuming for the coordinator, whose time could be used in more efficient ways. Additionally, applicants who have been denied admission or who applied in a prior year cannot be removed or hidden from the current year, which is also cumbersome and confusing for faculty who are reviewing applicants. It is my understanding that making changes to address these issues is not possible with the current platform.

3) Using Qualtrics for Program Assessment: All our assessments are now on Qualtrics! Although some of our practicum supervisors have indicated they prefer paper assessments, having data entered on-line will make data entry more efficient and less labor intensive. We also provide supervisors a pdf copy of their evaluation, which should help address some supervisor's preference for a paper copy assessment.

4) School Psychology Program D2L Page: We continue to use a D2L resource page for our current students. This D2L page has a variety of resources that are now easy for students to access electronically. For example, students can access the school psychology program manual, information on successfully completing theses, and information on successfully interviewing for and securing an internship.

6) Virtual Fall Info Sessions: We offer two fall virtual info sessions to prospective students. The info sessions are held by the program coordinator and 1-2 graduate assistants who are also current school psychology graduate students. The sessions provide information to prospective students about school psychology, our program, and the application process. Prospective students can sign up for an info session via a mach form found on our website.

5) Virtual Open House and Interviews: We offer a virtual open house to all applicants, which takes place in January. In early February we offer virtual interviews to select students (approximately 20). Virtual interviews are scheduled for 15-minute time slots and are conducted by two school psychology faculty.

Plans for the Future: We are in desperate need of updating our video and recording equipment used to evaluate student assessment and counseling skills. Students currently record themselves using outdated video cameras and recording devices, and then burn their recordings onto a CD-rewritable. In addition, second-year students are supervised providing academic intervention services to children in the community in our Psychological Services Center; however, the clinic is not equipped to supervise students via video. To provide a temporary remedy, our program was awarded a Redden Grant. The grant provided funds to purchase iPads, which will be used to evaluate student skills (i.e., assessment, counseling, and clinic). In addition, the iPads will be used as a learning experience for undergraduate students. Interested undergraduate students can sign up for a 20-min clinic tour, which includes: (a) learning about school psychology and related fields, (b) learning about clinic, (c) touring clinic, (d) viewing examples of intervention and assessment practices via video on an iPad, and (e) and receiving school psychology handouts/information. This semester, tours take place weekly and six undergraduate students can sign up each week. We are also working with IT to find cost-effective solutions to updating the outdated video equipment and adding new equipment to the clinic (e.g., GoPro cameras, Kaltura, iPads).

2020 NASP Training Standards

STANDARD 1: Data-Based Decision Making: School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports.

STANDARD 2: Consultation and Collaboration: School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services.

STANDARD 3: Academic Interventions and Instructional Supports: School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

STANDARD 4: Mental and Behavioral Health Services and Interventions: School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social-emotional functioning.

STANDARD 5: School-Wide Practices to Promote Learning: School psychologists understand systems' structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health.

STANDARD 6: Services to Promote Safe and Supportive Schools: School psychologists understand principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools.

STANDARD 7: Family, School, and Community Collaboration: School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

STANDARD 8: Equitable Practices for Diverse Student Populations: School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning.

STANDARD 9: Research and Evidence-Based Practice: School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings.

STANDARD 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.

Source: NASP (2020): www.nasponline.org

Rating scales and rubrics for the eight assessments described in PART TWO are available upon request.