Department Assessment Report

Department: CSPE  Program: School Psychology  Academic Year: 2013/2014
School: Education

I. Department Mission Statement

The Department of Counseling, School Psychology, and Special Education is committed to excellence in the preparation of highly qualified professionals who meet the needs of a dynamic pluralistic society. The department provides intellectually challenging, accredited programs including academic and clinical experiences predicated on scholarship, research, and service. Dedicated Faculty strive to facilitate the development of practitioner-researchers with the knowledge, skills and dispositions necessary to excel in careers related to Counseling, School Psychology, and Special Education.

A. List all degree programs offered in your department.

   Ed. S. in School Psychology

B. On the following pages, please list the learning objectives that have been developed/revised for each degree program. Then identify the courses by number and title that are required to meet the learning objectives. If your department has more than one degree program, please keep the learning objectives for each program on a separate sheet.

C. Following the list of learning objectives, please identify the instruments that were used to assess the learning objectives for the program identified in B. Also, include a summary of the data and the recommendations for curriculum changes.
Middle States Report School Psychology

A. Learning Objectives for: Ed. S. in School Psychology

B. Objectives

Objective 1: To Develop Foundational Knowledge in School Psychology

Courses: APSY 615, APSY 625, APSY 720, APSY 721, APSY 722, APSY 723, APSY 724, APSY 727, APSY 796, EDUC788

Objective 2: To Develop Skills for communicating Foundational Knowledge

Courses: APSY 615, APSY 725, APSY 735,

Objective 3: To Apply knowledge in part-time field experiences

Courses: APSY 725, APSY 735, APSY795

Objective 4: To Apply knowledge in full-time field experiences

Courses: APSY795

Objective 5: Develop skills for evaluating applied problem solving

Courses: APSY 615, APSY 625, APSY 725, APSY 735, APSY789, APSY 795

Objective 6: Demonstrate effectiveness for applying problem solving

Courses: APSY 615, APSY 625, APSY 725, APSY 735, APSY789, APSY 795
### Summary of Assessments for: Ed. S. in School Psychology

<table>
<thead>
<tr>
<th>Objective Number</th>
<th>Assessment Method (ie Portfolios, Pre/Post Test, Focus Groups, Surveys, etc.)</th>
<th>Where Assessed? (ie Course, Sequence of Courses, other)</th>
<th>Criteria used to measure level of performance. (ie scoring scales, rubrics)</th>
<th>Sampling strategy, if appropriate</th>
<th>When is data collected?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Test</td>
<td>State Mandated Test</td>
<td>PA required</td>
<td>100%</td>
<td>Praxis II (spring of internship)</td>
</tr>
<tr>
<td>2.</td>
<td>Exam</td>
<td>Comp Exam (written)</td>
<td>100% Acceptable</td>
<td>100%</td>
<td>Comp exam (written) (spring of internship)</td>
</tr>
<tr>
<td>3.</td>
<td>Rating Scale</td>
<td>Courses: APSY 725, APSY 735</td>
<td>No Significant Problems</td>
<td>100%</td>
<td>Practicum II evaluation (second of two)</td>
</tr>
<tr>
<td>4.</td>
<td>Rating Scale</td>
<td>Courses: APSY 795</td>
<td>No Significant Problems</td>
<td>25% Random</td>
<td>Intern evaluation (fourth of four)</td>
</tr>
<tr>
<td>5.</td>
<td>Exam</td>
<td>Comp Exam (Oral)</td>
<td>Exam Rubric</td>
<td>100%</td>
<td>NCSP scores from comprehensive exam (spring of internship)</td>
</tr>
<tr>
<td>6.</td>
<td>Applied Project</td>
<td>Case Study</td>
<td>NCSP Rubric</td>
<td>100%</td>
<td>NCSP Case Study results (spring of internship)</td>
</tr>
</tbody>
</table>

### Objective Number | Summary of Data | Strengths/Concerns evident in the data
--- | --- | ---
1. | In 2013-2014, 100% of students have passed the Praxis II exam at the state level. There is an 85% pass rate at the national level. | Students have been successful with Praxis test. Will maintain performance.
2. | In 2012-2014, 85% of all student answers have been rated as acceptable on the written comprehensive exam. | Plan is to continue this high level of performance.
3. | In 2013-2014, 100% of practicum evaluations have indicate positive student progress. | Plan is to continue this high level of performance and minimize negative field experiences.
4. | In 2013-2014, 100% of evaluations completed by internship supervisors have been positive. | Plan is to continue this high level of performance.
5. | In 2013-2014, 100% of all case studies presented at oral comprehensive exams have been rated as acceptable or better. | Plan is to continue this high level of performance.
Based on the above data, what changes do you propose?

In order to better recognize the level of work required for the program the degree designation was changed from Master of Science to Educational Specialist. This applies to all students graduating in 2012 and later.

Plans are in place to replace EDUC788 Research in Education with a new research class. Currently, EDUC788 enrolls students from several majors. A research class covering the same material plus single-case design will be developed for a more focused enrollment of educational psychology, school psychology, and special education majors. This will facilitate better single-case design studies and their incorporation into a three-tier model.

II. During this academic year, have students in your department engaged in undergraduate research? Please specify the projects. Also, specify any other student accomplishments.

NA

III. Please specify any special projects that your department is currently working on (ie sponsoring special events, partnerships with outside organizations, seminars, etc.)

NA

IV. Please identify any community service and/or scholarly activities in which faculty members in your department have engaged.

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Publications</th>
<th>Presentations</th>
<th>Grants</th>
<th>Performances</th>
<th>Gallery Presentations</th>
<th>Research with Students</th>
<th>Community Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joel Erion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Publications:


**Presentations:**

Wilson, D., Erion, J., & Snyder, S. (2013). *Cover-copy-compare at the classroom level*. Poster presentation at the annual meeting of the National Association of School Psychologists, Seattle, WA.


the annual meeting of the Association of School Psychologists of Pennsylvania. State College, PA.

Erion, R. J. (October, 2007). *Providing instructional services to at-risk middle school students*. Presentation at Fort LeBeouf School District. Waterford, PA.


**Grants:**

A 3,000 dollar grant from Educational Testing Service for collecting data examining the relationship of various admission criteria to program outcome variables for school psychology candidates.

**Research with Students:**

Wilson, D., Erion, J. & Snyder, S. (2013). *Cover-copy-compare at the classroom level*. Poster presentation at the annual meeting of the National Association of School Psychologists, Seattle, WA.


**Community Service:**

Consultation with Fort LeBeouf and Penncrest School Districts on implementation of Response to Instruction and Intervention, a national and state educational initiative focused on the tiered treatment of behavior and academic problems.

Three program reviews for the National Association of School Psychologists Program Approval Board.

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Publications</th>
<th>Presentations</th>
<th>Grants</th>
<th>Performances</th>
<th>Gallery Presentations</th>
<th>Research with Students</th>
<th>Community Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed Snyder</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PUBLICATIONS AND MANUSCRIPTS**

Lionetti, T., Christner, R., & Snyder, E. An Introduction to School Psychology Competencies (Chapter 1). In Lionetti, Christner, & Snyder (Eds.), *A Competency Based Approach to School Psychology*. Manuscript in preparation with the Springer Publishing


Snyder, E. P. (2002). Teaching Students with Combined Behavioral Disorders and Mental Retardation to Lead Their Own IEP Meetings. Behavioral Disorders, 27(4), 340-357.


Snyder, E. P. & Shapiro, E.S. (1997). Teaching Students with Emotional/Behavioral Disorders to participate in the Development of their own IEPs. Behavioral Disorders, 22(4), 246-259.


**PRESENTATIONS**

October 2013. Laws and Guidelines Related to Student Assistance Program (SAP). Training provided at Northwest Pennsylvania Intermediate Unit 5 for SAP.

October 2009. *Student Attendance at Individualized Education Program Meetings.* Association of School Psychologists of Pennsylvania Annual Conference. Poster Presentation

August 2009. *Ethical Considerations when including Children at Educational and Treatment Planning Meetings.* Tri-County Intermediate Unit #5 continuing education programs.


October 2008. *Ethical Guidelines for Including Students at Educational Meetings.* Presentation at the Pennsylvania Psychological Association Conference in Pittsburgh, PA

February 2008 *Ethical Guidelines for Including Students at IEP Meetings.* Mini-skills presentation at the Annual Conference of the National Association for School Psychologists in New Orleans, Louisiana.


August, 2006. *Developing an Elegant Functional Behavior Assessment Tool.* Presentation as part of the Tri-County Intermediate Unit #5 continuing education programs.
August 2006. *Ethical Considerations for Interagency Collaboration: Effective Facilitation of Mental Health Services in Schools.* IU5 Panel Discussion Moderator as part of the Tri-County Intermediate Unit #5 continuing education programs.


April, 2002. *Teaching Students with Combined Behavior Disorders and Mental Retardation to Lead Their Own IEP Meetings.* Presentation at the Annual Edinboro University Research Colloquium.


**Community Service**
