Assessment Plan

Professional Diploma Program In School Psychology
Masters of Arts in Educational Psychology
Department of Advanced Studies In Psychology
Nathan Weiss Graduate College
Kean University

Mission:
The Professional Diploma Program in School Psychology, which includes the Master of Arts in Educational Psychology degree, at Kean University has several related goals that are aligned with the University Mission. Following the practitioner-scientist model of training, the program, through its curriculum and applied experiences, has as its overarching program goal:

The preparation of school psychologists capable of the ethical delivery of effective evidence-based assessment/diagnostic and therapeutic/intervention services across school settings, in a variety of professional roles, and to diverse client populations in need of such services.

The Professional Diploma in School Psychology follows the training and practice standards of the National Association of School Psychologists (NASP), which is the primary professional development organization for school psychologists. NASP identifies ten domains, or areas of competency, for school psychology practice. They are: Data Based Decision Making and Accountability; Consultation and Collaboration; Intervention and Instructional Support to Develop Academic Skills; Interventions and Mental Health Services to Develop Social and Life Skills; School-Wide Practices to Promote Learning; Preventive and Responsive Services; Family-School Collaboration Services; Diversity in Development and Learning; Research and Program Evaluation; and Legal, Ethical, and Professional Practice

Assessment Process:

In order to become familiar with, and competent in, the ten domains identified by NASP, students in the Professional Diploma in School Psychology Program engage in a series of structured pedagogical and practical experiences across the entire program. During the three year program, student progress is assessed every year, through the following techniques: Qualifying/Competency Examinations; Supervisor Ratings; School-Based Projects; and Praxis/Licensing Examination.

The Assessment Process occurs across the three years of the Program, as follows:

In the first year of the program, students complete foundational courses in Developmental Psychology, Child Abnormal Psychology, Tests and Measurements, Learning Theory, Statistics, and the Evidence-Based Treatment of School-Aged Children. Students also receive an introduction to the field of School Psychology through a year-long Professional Seminar, and take courses on Curriculum Development and Public School Administration. Student learning is assessed in two ways. The first, in the Spring of the first year, through a survey, completed by school-based supervisors, assessing student progress during their first practicum. The second, in the Summer of the first year, through a Qualifying Examination that
assesses students’ knowledge of foundational courses in School Psychology, Psychometrics, and Education.

In the second year of the program, students complete courses in Cognitive Assessment, Academic Assessment, Behavioral/Socio-emotional assessment, Psychological Interventions in the Schools, Program Evaluation and Applied Research, School Consultation and the role of Ethics and Law in the practice of School Psychology. Student learning is assessed in two ways. The first, through supervisor ratings of practicum experiences offered in Psychological Interventions in the Schools, where students are asked to implement a school-based intervention. The second, in PSYD 6060, Integrative Battery Assessment, where students complete a Psycho-educational Assessment on a child or an adolescent through the University’s Child Study Institute. Their performance is rated, through a survey, by the child/adolescent’s parents and also through a rating form developed by the course instructor.

In the third year of the program, students complete a full—time externship in a local school district supervised by a Certified School Psychologist. Students also attend a Professional Seminar focused on applied research in the schools. Student progress is assessed in four ways. The first, through supervisor rating forms, completed by the school-based supervisors. These surveys are completed three times per year. The second, through a Competency Examination in the Spring of the third year. The third, through a “Positive Impact” project assessing response to a student-developed intervention in the schools. The fourth, through student performance on the National Certification Examination, or Praxis Exam.

**Program Student Learning Outcomes (SLOs) – as aligned with KU SLOs derived from the Institutional Mission* and GE SLOs.** **(Data from Direct and Indirect Measures collected each semester in the methods noted above).**

Students who graduate with a Professional Diploma in School Psychology should be able to:

**SLO1:** Elaborate their knowledge bases for both psychology and education, including theories, models, research, empirical findings, and techniques in the domains, and the ability to explain important principles and concepts. (KU 1, 4; GE K1, K2, K4, S1, S2, S5)

Direct Measure: Qualifying Examination (given to all students at the end of the 1st year of the program); Competency Examination (given to all students in the 3rd year of the program; passing the exam is required for graduation)

Indirect Measure: Graduating Student Survey

**SLO2:** Use effective strategies and skills in the domains to help students succeed academically, socially, behaviorally, and emotionally. (KU 1, 3; K1, S1, S2, S3, S5)

Direct Measure: Practicum Supervisor Ratings (obtained through field-based experiences in all three years of the program, in both the fall and spring semesters); School-and University- Based Projects (completed through several courses in the fall and spring semesters across all three years of the program, including PSYD 5000, PSYD 6000, PSYD 6030, PSYD 6060, PSYD 6100, and PSYD 6101)

Indirect Measure: Graduating Student Survey
SLO3: Apply their knowledge and skills by creating and maintaining safe, supportive, fair, and effective learning environments and enhancing family–school collaboration for all students. (KU1, 2, 3; K3, S1, 2, 5)

Direct Measure: Practicum Supervisor Ratings (obtained through field-based experiences in all three years of the program, in both the fall and spring semesters); Competency Examination (given to all students in the 3rd year of the program; passing the exam is required for graduation)

Indirect Measure: Graduating Student Survey

SLO 4: Ensure that their knowledge, skills, and professional practices reflect understanding and respect for human diversity and promote effective services, advocacy, and social justice for all children, families, and schools. (KU1, 2, 3; K3, S1, 2)

Direct Measure: Practicum Supervisor Ratings (obtained through field-based experiences in all three years of the program, in both the fall and spring semesters); School-and-University-Based Projects (completed in various courses including PSYD 5001; PSYD 6030; PSYD 6060; PSYD 6080 (course in diversity); and PSYD 6100).

Indirect Measure: Graduating Student Survey

SLO 5: integrate knowledge and professional skills across the 10 domains of school psychology in delivering a comprehensive range of services in professional practice that result in direct, measurable outcomes for children, families, schools, and/or other consumers. (K2, K4; K1, 4, S1, 2, 3)

Direct Measure: Competency Examination (given to all students in the 3rd year of the program; passing the exam is required for graduation); PRAXIS Examination (This is the National Certification Exam for School Psychology; students take this exam in the 3rd year of the program)

Indirect Measure: Graduating Student Survey

* KU Student Outcomes: Kean University graduates should be able to:
1. Think critically, creatively and globally;
2. Adapt to changing social, economic, and technological environments;
3. Serve as active and contributing members of their communities; and
4. Advance their knowledge in the traditional disciplines (GE) and enhance their skills in professional areas (Prof. pgms)

**General Education Student Learning Outcomes

Student Learning Outcomes – Knowledge: Students will demonstrate proficiency in knowledge and content by:
(K1) applying the scientific method to comprehend natural concepts and processes;
(K2) evaluating major theories and concepts in social sciences;
(K3) relating historical references to literature; and
(K4) evaluating major theories and concepts in the fine arts.

Student Learning Outcomes – Skills: Students will demonstrate the skills necessary to:
(S1) write to communicate and clarify learning;
(S2) communicate effectively through speech;
(S3) solve problems using quantitative reasoning;
(S4) think critically about concepts in multiple disciplines; and
(S5) show information literacy.