**UAA Logo**

# Master of Science in School Psychology - Specialist

# Academic Assessment Plan

**Adopted by**

**The School Psychology faculty: November 4, 2023**

**Revised November 4, 2024**

Reviewed with curriculum by the college committee: 11/8/24

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## Mission Statement

Mission: The UAA School Psychology program prepares specialist-level School Psychologists who are committed to culturally affirming and equitable comprehensive school psychology services in Alaska. Graduates will gain knowledge and experience in effective, evidence-based, and culturally informed assessment, intervention, consultation, and mental health practices that promote the well-being of all children and youth.

Vision: Through collaborative and empowering partnerships with students, families, educators, and school communities, graduates are practitioner-scientists who promote wellness and improve educational outcomes for all children. Graduates are committed to community-engaged approaches to inform leadership, advocacy, inclusion, and social justice efforts to advance school-wide systems that promote equitable learning and safe and supportive schools.

## Program Student Learning Outcomes

Program Student Learning Outcomes are informed by the [Standards for Graduate Preparation of School Psychologists](https://www.nasponline.org/x55315.xml) (National Association of School Psychologists [NASP], 2020). Students who graduate from the School Psychology program are expected to demonstrate full skills and competencies according to NASP Professional Standards.

The Master of Science in School Psychology - Specialist program prepares school psychologists who:

1. Provide and advocate for culturally inclusive and strengths-based assessment practices that increase equity and fairness in assessment;
2. Design, deliver, and evaluate evidence-based and culturally informed intervention practices to promote academic success and positive behavioral, social, and emotional functioning;
3. Deliver culturally affirming, trauma-engaged behavioral and mental health services;
4. Engage in collaborative, empowering practices and partnerships with students, families, educators, and school communities to promote positive outcomes;
5. Analyze and apply current research in the field of school psychology;
6. Adhere to legal, ethical, and professional standards;
7. Contribute to advancing policies and practices in school systems to promote the well-being and safety of all students and school communities;
8. Engage in continuous self-reflective practice, assessing personal strengths, biases, and areas for growth as a school psychologist.

## Measures

The assessment measures used here are aligned with the National Association of School Psychologists (NASP) program accreditation standards and requirements. A description of the required assessments (#1 - 6), their implementation, and alignment with the Program SLOs are summarized in Table 1.

| **Measure** | **Description** | **Frequency/**  **Start Date** | **Collection Method** | **Program SLOs Addressed** |
| --- | --- | --- | --- | --- |
| **Assessment #1: Content Knowledge:**  Praxis II Exam in School Psychology | A nationally normed exam required for program accreditation and state certification. This 140 question exam is designed to measure knowledge and skills needed for entry-level school psychology practice in an educational setting.  Passing scores of 147 as set by the National Association of School Psychologists, which is utilized by the Alaska Department of Education and Early Development for certificate eligibility. | Exam is taken during internship semester and prior to graduation. | Taken at a ETS Testing Center; scores are sent to UAA Dept of Psychology  Descriptive statistics & % of passing score by cohort | 2,3,4,5,7,8,9 |
| **Assessment #2: Content Knowledge:** Course Grades (Required) | Aggregated and disaggregated course grades for all required coursework by NASP Domains 1-10 | Course Grades: collected and compiled at end of each semester | Grades from UAOnline | 2,3,4,5,6,7 |
| **Assessment #3: Practica Assessment:** Professional Knowledge, Skills, and Dispositions during practica   1. Field Supervision Practicum Evaluation 2. Professional Competency Self-Assessment | Practica assessment is completed by the school-based supervisor and includes a rating scale and narrative summary of the student’s ability to plan and carry out school psychological services during practica. Assessment includes evaluation of services in a) data-based decision making, including psychoeducational assessment with recommendations; (b) the design, implementation, and evaluation of services that support cognitive and academic skills; (c) the design, implementation, and evaluation of services that support socialization, behavioral and mental health, and emotional well-being. | Completed 2x during YR 2 practicum course: *only final scores are reported for Assessment Plan and to NASP* | Completed by field supervisor; submitted to online data collection system  Completed by student; submitted to online data collection system | 1,7,8 |
| **Assessment #4: Intern Evaluation:** Pedagogical and Professional Knowledge, Skills, and Dispositions: Intern Evaluation   1. Field Supervision Intern Evaluation 2. Professional Competency Self-Assessment | Intern evaluation assessment is completed by the school-based supervisor and includes a rating scale and narrative summary that includes assessment of the candidates' knowledge, skills, and professional work characteristics/dispositions are applied effectively in practice during internship. Includes each NASP domain (Standard 2, Domains 1-10)  Report both aggregated and disaggregated data by NASP Domains 1-10 | Completed 2x during YR 3 - Fall and Spring | Completed by intern field supervisor; submitted to online data collection system  Completed by student; submitted to online data collection system | 1,2,3,4,5,6,7,8, |
| **Assessment #5: Performance-based Assessment:** Pedagogical and Professional Knowledge, Skills, and Dispositions: Comprehensive Performance-based Assessment ePortfolio | Assessment of performance involves comprehensive, performance-based assessment of candidate abilities. Students complete a cumulative ePortfolio in which they present and reflect on artifacts that document their attainment of the knowledge, values, and skills in each of the 10 NASP Domains. | Submission end of YR 3 | Student submission evaluated by SP faculty using SP ePortfolio Rubric | 1,2,3,4,5,6,7,8, |
| **Assessment #6: Positive Impact on Student Learning:**  Academic Case Study & Behavior Case Study | Assessment of impact on student learning demonstrates that candidates can 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 demonstrated during internship. Students complete an academic case study and a behavioral case study at the individual or group/class level. | Completed during YR 3 internship | Student submission evaluated by SP faculty using NASP Case Study Rubric | 2,3,4 |

## Process

*Overview of Assessment Process*

The UAA School Psychology Specialist (SPS) program follows the process of OAA Academic Assessment Cycle on an annual basis which aligns with the requirements of NASP, the program’s external accrediting body: 1) plan and set goals, 2) provide learning opportunities (implementation of coursework), 3) gather and compile evidence [based on Assessments described above], 4) discuss results and make recommendations, and 5) make program improvements by assessing impact.

*Coordination and Application of Assessment Process*

Within the UAA SPS program, the designated Program Accreditation Coordinator faculty assumes primary responsibility for carrying out the approved program assessment plan, including scheduling and coordinating assessment activities, data collection, data analysis, and reporting. The Program Accreditation Coordinator meets annually in the spring with School Psychology faculty and adjunct faculty to review and discuss assessment results. The meeting may result in recommendations for program changes that are designed to enhance performance relative to the program’s outcomes. Program changes could include changes in course content, assignments, and rubrics; changes in faculty assignments; or changes to course delivery and sequencing.

Annual assessment results are shared with the faculty, students, Program Director, College of Arts and Sciences Assessment Coordinator and the Dean. The CAS Dean provides feedback to the program which may be used for assessment plan revision. The assessment plan is also submitted to the UAA Office of Academic Affairs following the October 15 bi-annual schedule (using the required format). In addition, results are posted on the School Psychology website. The Program Accreditation Coordinator is responsible for submitting required reporting for external accreditation with the National Association of School Psychologists.