

NATIONAL RECOGNITION REPORT

National Association of School Psychologists (2010 Standards)

Note: National recognition of this program is dependent on the review of the program by representatives of the National Association of School Psychologists (NASP).

COVER PAGE

Name of Institution

Andrews University, MI

Date of Review

MM DD YYYY

02 / 01 / 2019

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program Covered by this Review

School Psychology

Grade Level⁽¹⁾

PK-12

(1) e.g. Early Childhood; Elementary K-6

Program Type

Other School Personnel

Award or Degree Level(s)

- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate

PART A - RECOGNITION DECISION

A1. SPA decision on national recognition of the program:

- Nationally recognized
- Nationally recognized with conditions
- Further development required **OR** Nationally recognized with probation **OR** Not nationally recognized [See Part G]

A2. Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds SPA benchmarked licensure test data requirement, if applicable:

- Yes
- No
- Not applicable
- Not able to determine

Comments, if necessary, concerning Test Results:

A3. Summary of Strengths:

The program has incorporated feedback provided in previous reviews and made improvements to assessments.

PART B - STATUS OF MEETING SPA STANDARDS

Please upload the rubric and aggregated rating here.

Standard One: SCHOOL PSYCHOLOGY PROGRAM CONTEXT/STRUCTURE

Graduate education in school psychology is delivered within the context of a comprehensive program framework based on clear goals and objectives and a sequential, integrated course of study in which human diversity is emphasized. Graduate education develops candidates' strong affiliation with school psychology, is delivered by qualified faculty, and includes substantial coursework and supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, families, schools, and other consumers. In addition to specialist- and/or doctoral-level programs of study, a school psychology program that offers opportunities for respecialization, retraining, and other alternative approaches to credentialing as a school psychologist ensures that program requirements are consistent with NASP graduate preparation standards.

This standard is not aligned to any particular assessment.

C.1. Mission, goals, objectives; integrated and sequential program of study, supervised practice, affiliation with colleagues and faculty and program improvement

Met



Not Met



Comment:

Acceptable

The program has articulated a comprehensive and integrated 65-hour program of study in school psychology in its policy documents.

The program manual has been revised to be consistent with the NASP 2010 Standards.

The program now provides clear policies regarding transfer credits.

The program reports integration of diversity training throughout assignments and fieldwork opportunities.

The program has noted that GDPC618, Legal and Ethical Issues in Schools was replaced with GDPC617, Seminar in Professional School Psychology: Ethical, Professional, and Legal Issues to better reflect coverage of the profession of school psychology.

Transcripts have been supplemented with a narrative and addendums to explain inconsistencies between policies and practice. Notably, the third transcript is difficult to read and could not be adequately reviewed.

C.2. Faculty requirements/credentials

Met



Not Met



Comment:

Marginal

Notably, three of the faculty who identify as school psychologists completed their training at Andrews University. While there is nothing in the standards which prohibits this affiliation, the program is encouraged to consider broadening the scope of faculty to ensure diversity of perspective and training.

Faculty scholarship consists almost entirely of presentations and service on dissertation committees. The faculty are encouraged to pursue publication in peer reviewed journals to help ensure that faculty are highly qualified, and that graduate preparation includes the knowledge and skills that graduates will need to engage in data-based decision-making and evidence-based practice.

REQUIREMENTS FOR SPECIALIST LEVEL PROGRAMS ONLY

C.3. Minimum years of study/credit hour requirements (3 years/60 hours with 54 hours exclusive of internship); institutional documentation of program completion

Met



Not Met



Comment:

Acceptable

Transcripts are supplemented with narrative explanations and suggest that candidates met requirements.

REQUIREMENTS FOR DOCTORAL LEVEL PROGRAMS ONLY

C.4. Greater depth of study in multiple domains; minimum years of study/credit hour requirement (4 years/90 hours with 78 hours exclusive of internship and dissertation); institutional documentation of program completion

Met



Not Met



Comment:

Not Applicable

REQUIREMENTS FOR ALL PROGRAMS

C.5. Respecialization, retraining, or other candidate preparation approaches are consistent with NASP graduate standards; systematic evaluation procedures, and allows for prior courses/field experiences

Met



Not Met



Comment:

Not Applicable

The program has indicated that "Candidates who wish to respecialize must receive an EdS School Psychology degree from this Program and are treated as any transfer candidate. The candidate must complete at least 80% of required credits at Andrews. Transfer courses exclude fieldwork courses such as practicum and internship".

STANDARDS II THROUGH VIII: SCHOOL PSYCHOLOGY GRADUATE EDUCATION AND PRACTICE

General Comments: Insert general comments that may be relevant for a number of standards.

NOTE: For each standard, evaluate the extent to which EACH standard/element is ASSESSED, and ATTAINED and provide specific comments labeled as ASSESSED and ATTAINED to explain the basis for any standards judged as Not Met.

Standards II Through VIII: School Psychology Graduate Education and Practice

General comments:

Assessment 1 (praxis or state exam):

The program submitted candidate performance for the Praxis examination and the pass rate was 100% in this application (n = 3).

Assessment 2 (course-embedded assessment - grades)

Information is provided in Table E to show the link between course content and NASP Standards. Minimum pass grades are specified, and all candidates surpassed minimum expectations with respect to grades as well as performance on comprehensive exams.

Assessment 3 (practica evaluation):

Practica performance assessment is required by policy for all candidates. Almost all key skills are assessed with adequate breadth and depth. Expected levels of performance are specified. Frequency data are provided, and data could be used for program improvement.

Assessment 4 (intern evaluations):

Intern performance assessment is required by policy for all candidates. Almost all key skills are assessed with adequate breadth and depth. Expected levels of performance are specified. Frequency data are provided, and data could be used for program improvement. The program aggregated the data for each item (Indicator) under each area (Standard) across candidates. All candidates met the requirements for internship.

Assessment 5 (Comprehensive, performance-based assessment of candidate abilities evaluated by faculty during internship):

The program notes evidence of mastery by individual candidates. However, a minimum performance score is not cited. The assessment appears to discriminate between levels of performance across candidates and thus provides data for program improvement.

Assessment 6 (impact on student learning):

Evidence of positive impact is provided from two different types of cases (academic & behavioral). Expected levels of performance are specified. Frequency data are provided, and data could be used for program improvement.

Assessments 7 and 8 (optional assessment):

The program utilizes an alumni survey and professional dispositions skill assessment as additional assessments.

The data provided are linked to NASP Standards and provide data that can be used for program planning purposes.

Standard Two: PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: DATA BASED DECISION MAKING AND ACCOUNTABILITY

School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

Met



Not Met



Comment:

Assessed: All 8 assessments were used to assess this standard. Coursework provides evidence that skills are taught.

Attained: The evidence provided by the program suggests that candidates are attaining the skills within this standard.

Standard Three: PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: CONSULTATION AND COLLABORATION

School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

Met



Not Met



Comment:

Assessed: Assessments 1-7 were used to assess this standard. Coursework provides evidence that skills are taught.

Attained: The evidence provided by the program suggests that candidates are attaining the skills within this standard.

Standard Four: DIRECT AND INDIRECT SERVICES: STUDENT LEVEL SERVICES

School psychologists have knowledge of direct interventions that focus on academic and social/emotional interventions for children and families. School psychologists engage multi-disciplinary teams (including children, teachers, parents, other school professionals) to develop and implement academic and mental health interventions.

Met



Not Met



Comment:

Please see comments for each element below.

Element 4.1: Interventions and Instructional Support to Develop Academic Skills- School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

Met



Not Met



Comment:

Acceptable

Assessed: Assessments 1-7 were used to assess this element. Coursework provides evidence that skills are taught.

Attained: The evidence provided by the program suggests that candidates are attaining the skills within this element.

Element 4.2: Interventions and Mental Health Services to Develop Social and Life Skills -School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

Met



Not Met



Comment:

Acceptable

Assessed: Assessments 1-7 were used to assess this element. Coursework provides evidence that skills are taught.

Attained: The evidence provided by the program suggests that candidates are attaining the skills within this element.

Standard Five: DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES- SCHOOLS

School psychologists have knowledge of direct and indirect services that focus on knowledge of schools and system structures, and preventive and responsive services. School psychologists implement school-wide practices to promote learning and knowledge of principles and research related to resilience and risk factors.

Met

Not Met



Comment:

Please see comments below.

Element 5.1: School-Wide Practices to Promote Learning - School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Met

Not Met



Comment:

Acceptable

Assessed: Assessments 1-2 and 4-8 were used to assess this element. Coursework provides evidence that skills are taught.

Attained: The evidence provided by the program suggests that candidates are attaining the skills within this element.

Element 5.2: Preventive and Responsive Services - School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Met

Not Met



Comment:

Acceptable

Assessed: Assessments 1-2 and 4-8 were used to assess this element. Coursework provides evidence that skills are taught.

Attained: The evidence provided by the program suggests that candidates are attaining the skills within this element.

Standard Six: DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES – FAMILY-SCHOOL COLLABORATION
School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

Met

Not Met



Comment:

Assessed: Assessments 1-2 and 4-8 were used to assess this element. Coursework provides evidence that skills are taught.

Attained: The evidence provided by the program suggests that candidates are attaining the skills within this element.

Standard Seven: FOUNDATIONS OF SCHOOL PSYCHOLOGISTS’ SERVICE DELIVERY: DIVERSITY IN DEVELOPMENT AND LEARNING

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

Met



Not Met



Comment:

Assessed: Assessments 1-2 and 4-8 were used to assess this element. Coursework provides evidence that skills are taught.

Attained: The evidence provided by the program suggests that candidates are attaining the skills within this element.

Standard Eight: FOUNDATIONS OF SCHOOL PSYCHOLOGISTS' SERVICE DELIVERY: RESEARCH, PROGRAM EVALUATION, LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE

School psychologists have core foundational knowledge and experiences and implement practices and strategies in research, program evaluation, and legal, ethical and professional practice.

Met



Not Met



Comment:

Please see comments below.

Element 8.1: Research and Program Evaluation - School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

Met



Not Met



Comment:

Acceptable

Assessed: All 8 assessments were used to assess this element. Coursework provides evidence that skills are taught.

Attained: The evidence provided by the program suggests that candidates are attaining the skills within this element.

Element 8.2: 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. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Met



Not Met



Comment:

Assessed: All 8 assessments were used to assess this element. Coursework provides evidence that skills are taught.

Attained: The evidence provided by the program suggests that candidates are attaining the skills within this element.

Standard Nine: PRACTICA AND INTERNSHIPS IN SCHOOL PSYCHOLOGY

During systematic, comprehensive practica and internship experiences consistent with its goals and objectives, the school psychology program ensures that all candidates demonstrate application of knowledge and professional skills in relevant settings and under conditions of appropriate supervision, evaluation, and support. The school psychology program's practica and internship develop and enhance candidates' skills and professional characteristics needed for effective school psychology service delivery; integration of competencies across the standards of professional preparation and practice; and direct, measurable, positive impact on children, families, schools, and other consumers.

Met



Not Met



This standard is not aligned to any particular assessment.

Comment:

Please see comments below.

9.1. Practica are completed for academic credit, practica include the development/evaluation of specific skills; practica are distinct from and precede culminating internship; practica emphasize human diversity; practica require direct oversight by the program and collaboration with placement sites and practicum supervisors; and close supervision by program faculty and practicum supervisors

Met



Not Met



Comment:

Marginal

The practicum performance assessment measures most standards with sufficient depth and breadth. Expected levels of performance are specified, and the data reported indicate that all candidates met minimum expectations. However, the program should specify a plan for what will happen when expectations are not met. The Practicum Manual does not address candidates who receive an unacceptable rating.

9.2. Internship is a comprehensive, culminating experience, supervised, and carefully evaluated; completed for academic credit; provides breadth and quality of experiences, attainment of comprehensive school psychology competencies, integration and application of the full range of school psychology; emphasizes human diversity, and provision of services that result in direct, measurable, and positive impact on children, families, schools, and/or other consumers; includes formative and summative performance-based intern evaluations, ensures interns demonstrate professional work characteristics and attain competencies for practice

Met



Not Met



Comment:

Acceptable

Third year students are required to complete a year-long, 1,200-hour, full-time internship in a school setting. Policy suggests a focus on breadth of training and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of competencies. Candidates are formally assessed twice a year by their field supervisors. The program provides evidence of faculty evaluation during internship with the culminating portfolio (See Assessment 5) and positive impact on student learning (See Assessment 6).

9.3. Internship is completed on a full-time basis over one year or half-time over two consecutive years; a minimum of 1200 clock hours for specialist-level interns and 1500 clock hours for doctoral-level interns; a minimum of 600 hours completed in a school setting

Met



Not Met



Comment:

Acceptable

Program policy is consistent with the requirements of this element. The program has submitted a new application with data for all three program completers. Thus, it appears that this element has now been met.

9.4 Interns receive an average of two hours of field-based face-to-face supervision, or the equivalent for part-time placements, per week from credentialed school psychologists or, non-school settings, credentialed psychologist

Met



Not Met



Comment:

Acceptable

The program now provides a new application of data that includes all program completers. According to data in Table G, interns received sufficient hours of supervision.

9.5 Internship is a collaboration between the institution and field site; includes activities consistent with program goals, has a written plan specifying responsibilities; includes formative and summative performance-based evaluations; systematic, clearly articulated methods to address concerns about intern performance and attainment of competencies; and provision of appropriate support for the internship experience

Met



Not Met



Comment:

Marginal

Sample internship plans are now provided, but expectations regarding field activities are still unclear. The plan states that "The setting should provide the interning school psychologist opportunities to provide assessment, intervention, consultation, and prevention services as outlined in the School Psychology Handbook." It would be helpful to list a minimum expectation for hours spent with various activities. Internship settings could meet the letter of the agreement with a single opportunity in some areas.

9.6 The program employs a systematic, valid process to ensure that interns demonstrate competencies to begin effective practice as school psychologists; includes the integration of elements of knowledge and application of professional skills for delivering a comprehensive range of services; and effective school psychology service delivery evidenced by direct, measurable, positive impact on children, families, schools, and other consumers

Met



Not Met



Comment:

Acceptable

Candidate performance and integration of skills is assessed using the Internship Portfolio. Candidates are also expected to demonstrate competence in core areas of school psychology practices through the submission of assignments and work samples in different courses.

Through Assessments 5 and 6, candidates must complete a clinical case in which they are required to develop and implement an intervention at their internship placement. For measurable positive impact - there was mention of effect size. Overall, it can be concluded that the candidates' interventions had a positive influence on the behaviors of the children they served and were effective in addressing behavioral and social-emotional difficulties.

C.1. Candidates' knowledge of content

Candidates have developed the skills and knowledge of content as demonstrated through Assessments 1 and 2. A review of the current submission description of courses and assignments (Attachment E) shows the program adequately assesses candidate's content knowledge consistent with NASP standards. The Praxis exam, comprehensive exams and grades indicate the program is successful in producing achieving candidates. The data are now provided by candidate, which ensure all candidates are appropriately assessed. Assessment 1 links the Praxis subtests being linked to the appropriate NASP standard to help the program identify areas of weakness and strengths to better overall evaluate program effectiveness as it relates to the NASP standards

C.2. Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

The program now reports data according to standards, as well as specific items under each standard. The program provided adequate data regarding candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions.

C.3. Candidate effects on P-12 student learning

The program provided data indicating how each candidate during internship impacts P-12 students sufficiently. Aggregate data across all candidates was provided.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

Faculty report meeting routinely to review candidates' progress. When a candidate's mid-term grade falls below a B, a determination is made regarding the need to write a Notice of Concern, and remediation plan for the candidate. The program also reports formative use of internship performance evaluations. While the examples provided by the program are helpful, it is recommended that they formalize procedures for evaluating and applying assessment results to both improve the performance of individual candidates and strengthen the program.

PART E - AREAS FOR CONSIDERATION

Please provide any comments in the textbox below.

N/A

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

N/A

F.2. Concerns for possible follow-up by the CAEP site visitors:

The EPP has its site visit scheduled in fall 2019. Accordingly, the SPA program reports are due three years prior to the site visit, that is in fall 2016. The EPP submitted the initial review report in fall 2015 instead. The initial review process for this program does not fall within the three year time-frame for SPA review and may be seen as

"old" evidence for the fall 2019 visit.

PART G - DECISIONS

Please select final decision:

- National Recognition.** The program is recognized through the semester and year of the provider's next CAEP accreditation decision in 5-7 years. The Recognition Report will serve as program level evidence for the accreditation cycle it has been initiated. **To retain recognition and to gather new evidence for the next accreditation cycle, another program report must be submitted mid-cycle 3 years in advance of the next scheduled accreditation visit.** The program will be listed as Nationally Recognized through the semester of the next CAEP accreditation decision on websites and/or other publications of the SPA and CAEP. The institution may designate its program as Nationally Recognized by the SPA, through the semester of the next CAEP accreditation decision, in its published materials. *Please note that once a program has been Nationally Recognized, it may not submit another report addressing any unmet standards or other concerns cited in the recognition report.*

Please click "Next"

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