Commission on Teacher Credentialing
Biennial Report
(For Institutions in the Red, Green, and Indigo Cohort Due Summer/Fall 2011)

Academic Years 2009-10 and 2010-11

Institution	**California State University, Long Beach**
Date report is submitted	**Fall 2011**
Program documented in this report	**School Psychology Program**
Name of Program	**School Psychology Program**
Credential awarded	**Pupil Personnel Services School Psychology Credential**

Is this program offered at more than one site? No	
If yes, list all sites at which the program is offered	
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If the preparer of this report is different than the Program Contact, please note contact information for that person below:	
Name:	
Phone #	
E-mail	

PART I – Contextual Information

The philosophy of the School Psychology Credential Program is based on an ecological theoretical perspective (Brofenbrenner, 1979). By promoting an ecological model, candidates learn to understand that PreK-12 student achievement and behavioral difficulties result from a discrepancy between the developing capabilities of the student and the multiple demands of his/her environment (Ogbu, 1981; Sroufe, 1979).

The following goals of the school psychology program are based on the Philosophy, Values and Beliefs statement presented above, and support the Theme and Mission Statement of the College of Education. The school psychology program goals are to:

1. Provide competent instruction in all areas related to the practice of school psychology;

2. Advance the knowledge base in school psychology through student research, and the research and writing of faculty;

3. Develop in school psychology graduate students a sense of the necessity for life-long independent study as well as an appreciation of the value of collaborative interactions;

4. Serve the needs of the community by training school psychology graduate students to provide professional services to students, schools and the community;

5. Prepare school psychology graduate students to meet all entry-level and continuing education standards for credentialing and licensure appropriate to their future work settings.

Specific program learning outcomes and their relation to local, state, and national standards are outlined in Table 1.

The CSULB School Psychology Credential Program is a 61 semester unit program (plus 9 units of prerequisite courses) housed within the Advanced Studies in Education and Counseling Department (ASEC) within the College of Education (CED). Nine of the 61 units are completed as part of candidates' master's degree program. Two distinct types of candidates complete the program: those who have already completed a master's degree in the behavioral or educational sciences from an accredited university (i.e. "Credential Only"), and those who complete CSULB's Master's Degree in Education, Educational Psychology Option (i.e., "Joint" educational psychology degree and school psychology credential program). Both types of candidates typically complete the program in three years, though the latter typically take summer school.

The program currently serves 61 full- and part-time candidates with three full-time faculty members (Table 5) devoted to the program. Table 2 below is a summary of candidates admitted to and those who completed the program during the 2009-2010 school year.

Table 1

Program Student Learning Outcomes and Relevant Standards

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7	Outcome 8	Outcome 9	Outcome 10
SLOs	Use systematic assessment models to collect data that are useful in identifying strengths and needs, understanding problems, and measuring progress; assessment results are then translated into empirically-based decisions about service delivery, and used to evaluate the outcomes of services	Demonstrate knowledge of behavioral, mental health, collaborative, and/or other consultation models and their application to particular situations through effective collaboration with others in planning and decision-making at the individual, group, and system levels	In collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions	In collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions	Demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs	Work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others	Provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students	Work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families	Evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services	Practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development
Signature Assignment(s)	Parent interview, Case study	Class presentation	Case study	Case study	Survey	Class presentation	Case study/ Report	Parent interview	Case study/Report	Report of findings
National Standards	Data-Based Decision Making	Collaborative Consultation	Effective Instruction/ Cognitive Development	Socialization/ Development of Life Skills	Student Diversity	School/ Systems Organization	Prevention/ Mental Health	Home/ School/ Community Collaboration	Research	Ethical/Legal Practice and Professional Development
Conceptual Framework	Research and Evaluation	Service and Collaboration	School Improvement	School Improvement	Values Diversity	Prepares Leaders	Prepares Leaders	Service and Collaboration	Research and Evaluation	Prepares Leaders
NCATE Elements	Knowledge and skills – other	Knowledge and skills– other	Knowledge and skills– other	Student learning– other	Professional Dispositions	Student learning-other	Knowledge and skills- other	Knowledge and skills- other	Knowledge and skills- other	Professional dispositions

Table 2

Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)

	Transition Point 1 Admission to Program					
	2009-2010			**2010-2011**		
	Applied	**Accepted**	**Matriculated**	**Applied**	**Accepted**	**Matriculated**
TOTAL	123	33	21	98	38	22

Table 3

Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)[1]

	Transition Point 2 Advancement to Culminating Experience	
	2009-2010	**2010-2011**
Thesis (698)[2]	5	0
Comps[3]	13	18

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[1] Data are reported Summer term through Spring term (e.g., Summer 2009-Spring 2010 for the 2009-10 academic year.)

[2] This is data on students who were enrolled in thesis work during Fall 2009 and Spring 2010. This figure may include students who actually "crossed into" this transition point prior to Fall 2009 and were still making progress on their theses at this time.

[3] This is data on the number of students who *applied* to take the comprehensive examination in Fall 2009, Spring 2010, or Summer 2010. The data include students who may not have taken or passed the examination(s).

Table 4

Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)

	Transition Point 3 Exit	
	2009-2010	**2010-2011**
Degree and Credential	15	10
Credential[4]	3	5

Table 5

Faculty Profile 2009-2011[5]

Status	2009-2010	2010-2011
Full-time TT/Lecturer	3	3
Part-time Lecturer	2	2
Total:	5	5

Changes Since Last Accreditation Activity (Biennial Report, Program Assessment or Site Visit)*.*

None

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[4] Data for Initial and Advanced Credential Programs reflects students who have filed for their credential with the Credential Office. These data generally include students who have completed the program one or more years prior to filing their credential request, particularly related to the advanced credential programs. Data are reported for Summer 2009 through Spring 2011.

[5] Figures include headcounts of individual faculty who taught in the program during the academic year. Faculty who teach in multiple programs are counted in each.

PART II – Candidate Assessment/Performance and Program Effectiveness Information

a) What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential?

b) What additional information about candidate and program completer performance or program effectiveness is collected and analyzed that informs programmatic decision making?

Table 6 presents a summary of program learning outcomes and related signature assignments, while Table 7 provides an overview of instruments used to collect program effectiveness data.

Table 6

Program Student Learning Outcomes and Signature Assignments

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
SLO 1: Use systematic assessment models to collect data that are useful in identifying strengths and needs, understanding problems, and measuring progress; assessment results are then translated into empirically-based decisions about service delivery, and used to evaluate the outcomes of services	• EDP 579: Case Study-Clinic • EDP 527: Academic Case Study-School	• Candidates collect baseline data, develop student goals, develop and implement an academic intervention in a clinic setting; collect and graph weekly progress monitoring data, and make data-based decisions regarding the efficacy of the implemented intervention. • Candidates collect baseline data, develop student goals, develop and implement (or assist in the implementation of) an academic intervention in a school setting; collect and graph weekly progress monitoring data, and make data-based decisions regarding the efficacy of the implemented intervention. • The report and explanation of results is provided to parent(s) in the Clinic under the observation of the instructor via one-way mirror.
SLO 2: Demonstrate knowledge of behavioral, mental health, collaborative, and/or other consultation models and their application to particular situations through effective collaboration with others in planning and decision-making at the individual, group, and system levels	EDP 536: Consultation Case Study	Candidates engage in a consultation relationship with a teacher at a school site focusing on a student who is experiencing academic difficulties. Candidates submit a report of their consultation outcomes.
SLO 3: In collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals;	EDP 579: Academic Case Study	Candidates collect baseline data, develop student goals, develop and implement an academic intervention in a clinic setting; collect and graph weekly progress monitoring data, and make data-based decisions regarding the efficacy of the implemented intervention.

| Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
and evaluate the effectiveness of interventions		
SLO 4: In collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions	EDP 560: Behavioral Case Study	Candidates collect baseline data, develop student goals, develop and implement (or assist in the implementation of) a behavioral intervention, collect and graph weekly progress monitoring data, and make data-based decisions regarding the efficacy of the implemented intervention.
SLO 5: Demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs	EDP 536: In-Service Presentation	Candidates organize and carry-out an in-service present on a topic related to culture, ethnicity, language, socioeconomic, gender, sexuality, or ability as it relates to youth and staff well-being, and student achievement specifically.
SLO 6: Work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others	EDP 528: School Analysis Report	Candidates conduct an analysis of their school site practica placement to become familiar with the structure, organization, policies, and procedures of their school, and familiarize themselves with local, state, and federal accountability requirements, and potential issues and needs of the school and its surrounding community.
SLO 7: Provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students	EDP 517: Counseling Case Study	Candidates are observed engaged in a counseling session with a school-age client in a school setting. Candidates are rated based on implementing evidence-based counseling strategies and techniques, as taught in class.
SLO 8: Work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families	EDP 579: Parent Interview	Candidates provide assessment and academic intervention services to a school-age client in the Educational Psychology Clinic, and write a summary report. The report and explanation of results are provided to parent(s) in the Clinic under the observation of the instructor via one-way mirror.
SLO 9: Evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services	EDP 641B: Final Program Evaluation	Candidates complete an evaluation of an existing or self-implemented program in an elementary or secondary school setting, including collecting extant and evaluative data, analyzing and interpreting the data, and writing a formal program evaluation report.
SLO 10: Practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development	EDP 642A: Ethics Case Study	Candidates apply an 8-step problem-solving ethics model to a typical dilemma encountered in a school setting, and are required to identify which of the ethical principles (respect for dignity of person, responsible caring, integrity in professional relationships, and responsibility to community and society) is at issue. The focus of the dilemma (i.e., the person who may be "harmed") may be students, staff or parents, but not the candidate.

Table 7

Program Effectiveness Data

Data Collection Instrument	When Administered
Exit Survey	Annually in Spring
Alumni Survey	Spring 2009
Student Satisfaction Survey (graduates only)	Spring 2010

c) Include aggregated data from 4-6 instruments that were described in (a) and (b).

2009-10 Student Learning Data
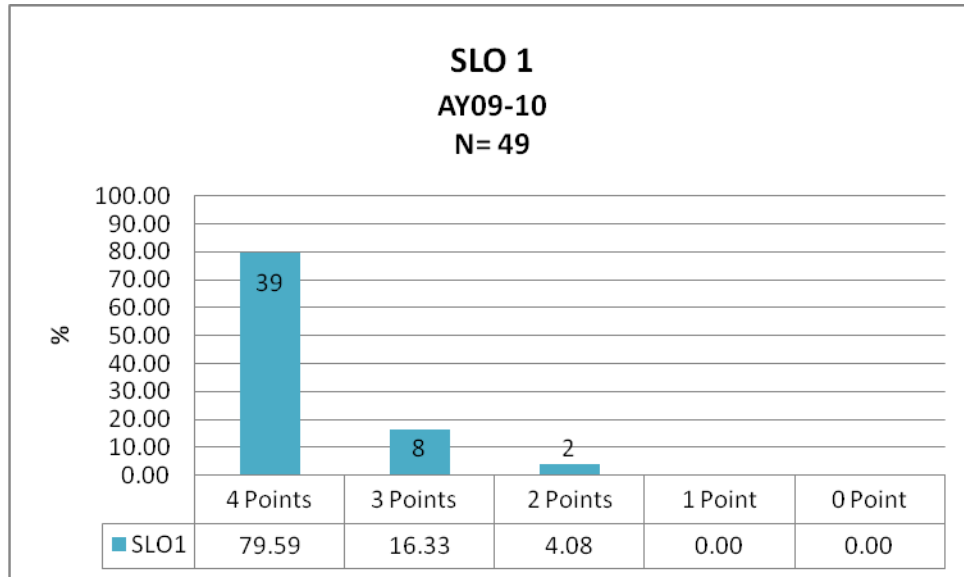
Figure 1

School Psychology AY09-10 SLO Means
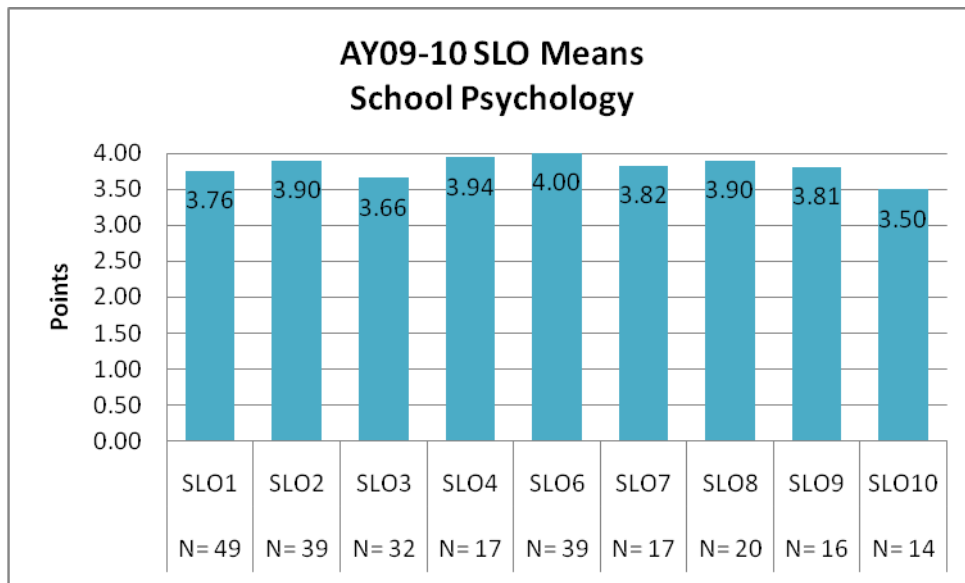
Outcome 1: Use systematic assessment models to collect data that are useful in identifying strengths and needs, understanding problems, and measuring progress; assessment results are then translated into empirically-based decisions about service delivery, and used to evaluate the outcomes of services
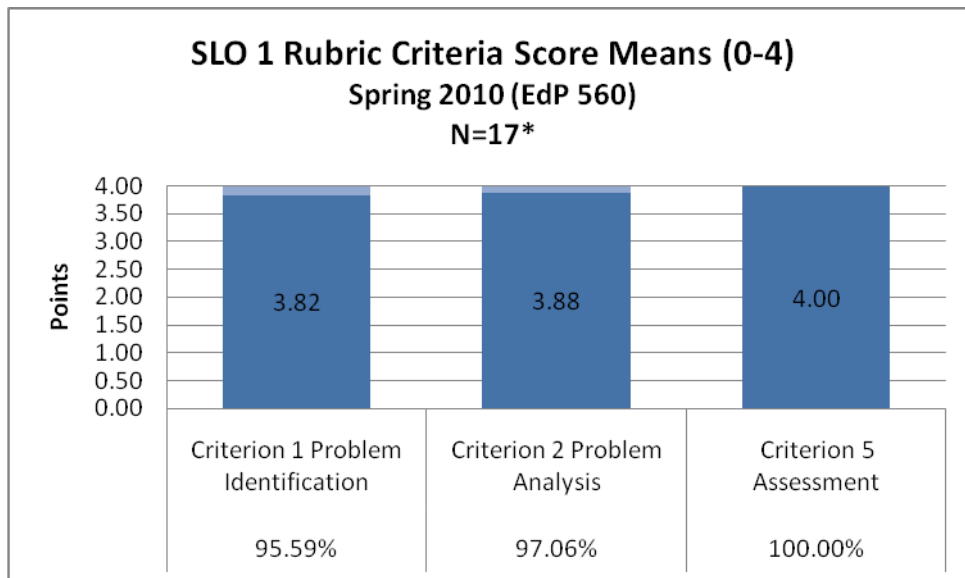
Figure 2

School Psychology AY09-10 Score Distribution-SLO 1

SLO 1
AY09-10
N= 49

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO1	79.59	16.33	4.08	0.00	0.00

Figure 3

School Psychology Spring 2010 Criteria Score Means-SLO 1

SLO 1 Rubric Criteria Score Means (0-4)
Spring 2010 (EdP 560)
N=17*

Criterion 1 Problem Identification	Criterion 2 Problem Analysis	Criterion 5 Assessment
3.82	3.88	4.00
95.59%	97.06%	100.00%

*N counted once in overall SLO score distrubution chart

Figure 4

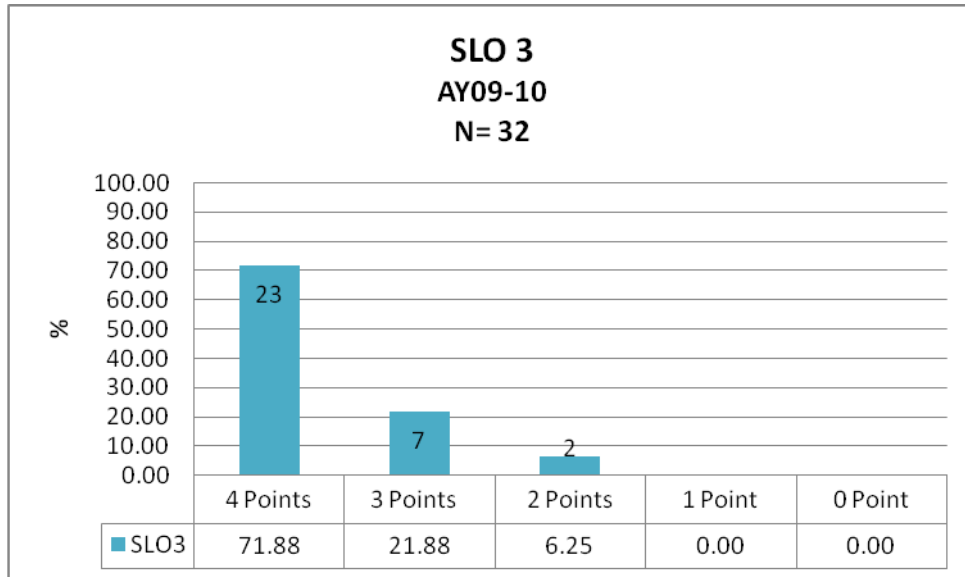*School Psychology Fall 2009 Criteria Score Means-SLO 1, 3*
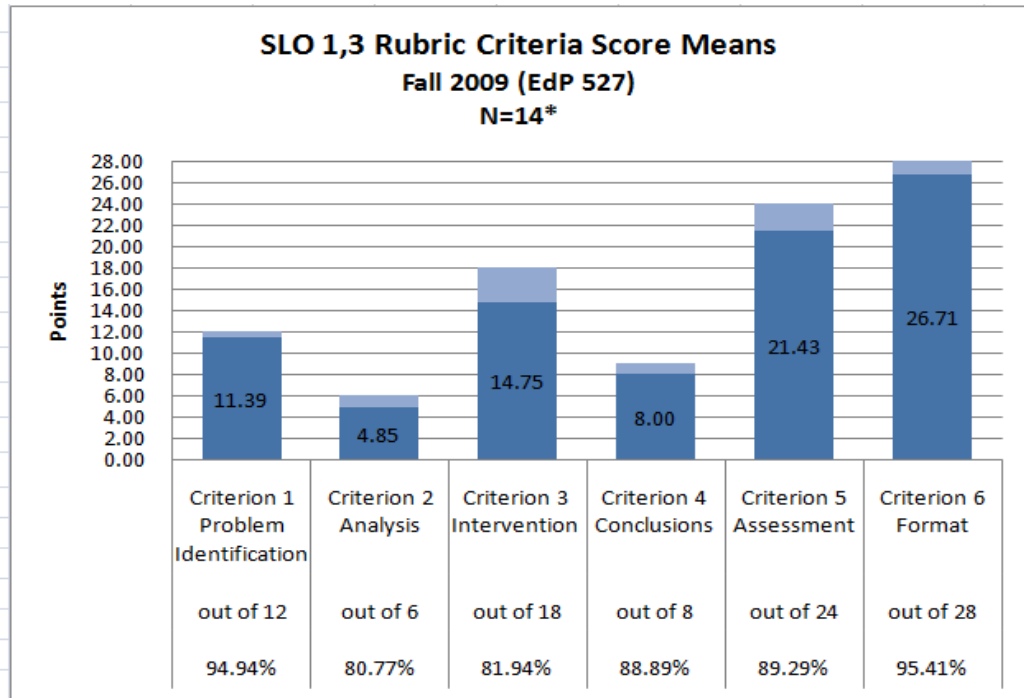
*Criterion 2 N=13, Criterion 3 N=12

Outcome 3: In collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions
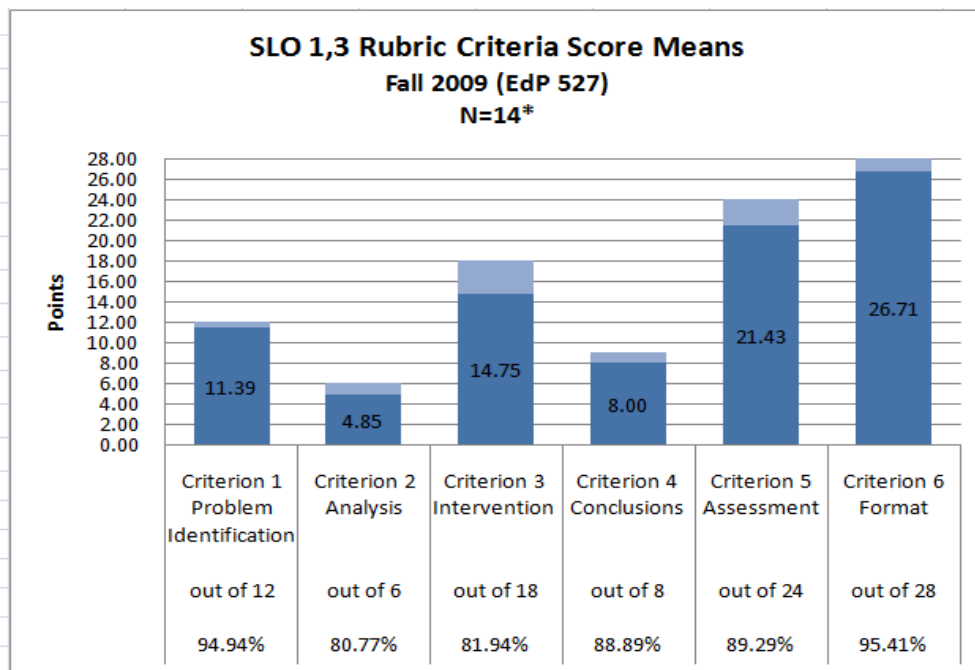
Figure 5

School Psychology AY09-10 Score Distribution-SLO 3

SLO 3
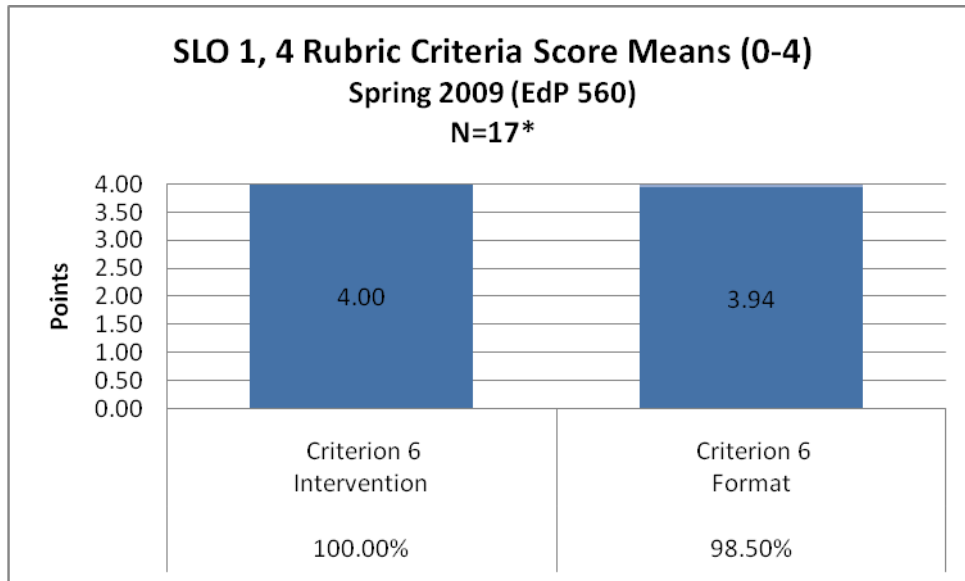AY09-10
N= 32

	4 Points	3 Points	2 Points	1 Point	0 Point
■ SLO3	71.88	21.88	6.25	0.00	0.00

Figure 6

School Psychology Fall 2009 Criteria Score Means-SLO 1, 3

SLO 1,3 Rubric Criteria Score Means
Fall 2009 (EdP 527)
N=14*

	Criterion 1 Problem Identification	Criterion 2 Analysis	Criterion 3 Intervention	Criterion 4 Conclusions	Criterion 5 Assessment	Criterion 6 Format
	11.39	4.85	14.75	8.00	21.43	26.71
	out of 12	out of 6	out of 18	out of 8	out of 24	out of 28
	94.94%	80.77%	81.94%	88.89%	89.29%	95.41%

*Criterion 2 N=13, Criterion 3 N=12

Figure 7

School Psychology Spring 2009 Criteria Score Means-SLO 1, 4

SLO 1, 4 Rubric Criteria Score Means (0-4)
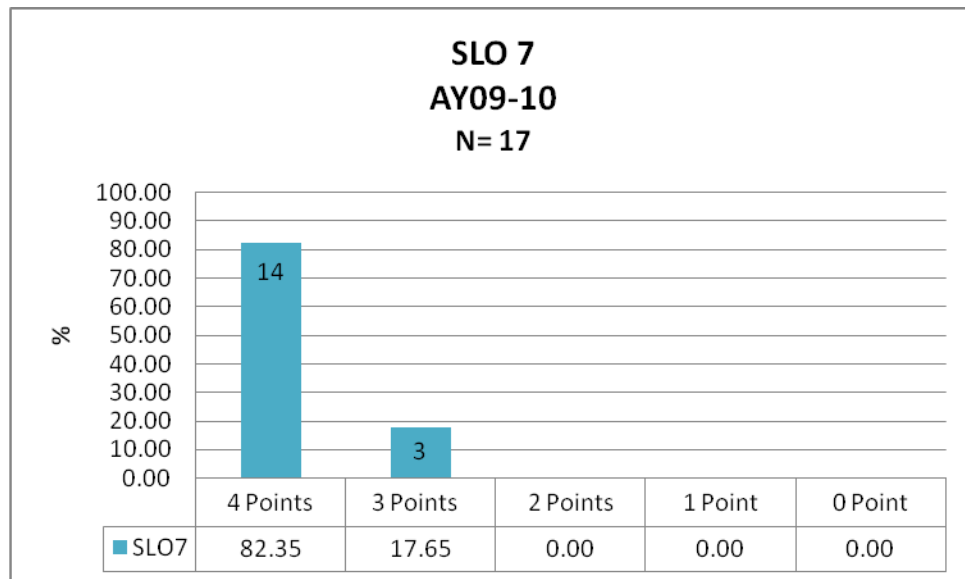**Spring 2009 (EdP 560)**
N=17*

*N counted once in overall SLO score distrubution chart

Outcome 7: Provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students
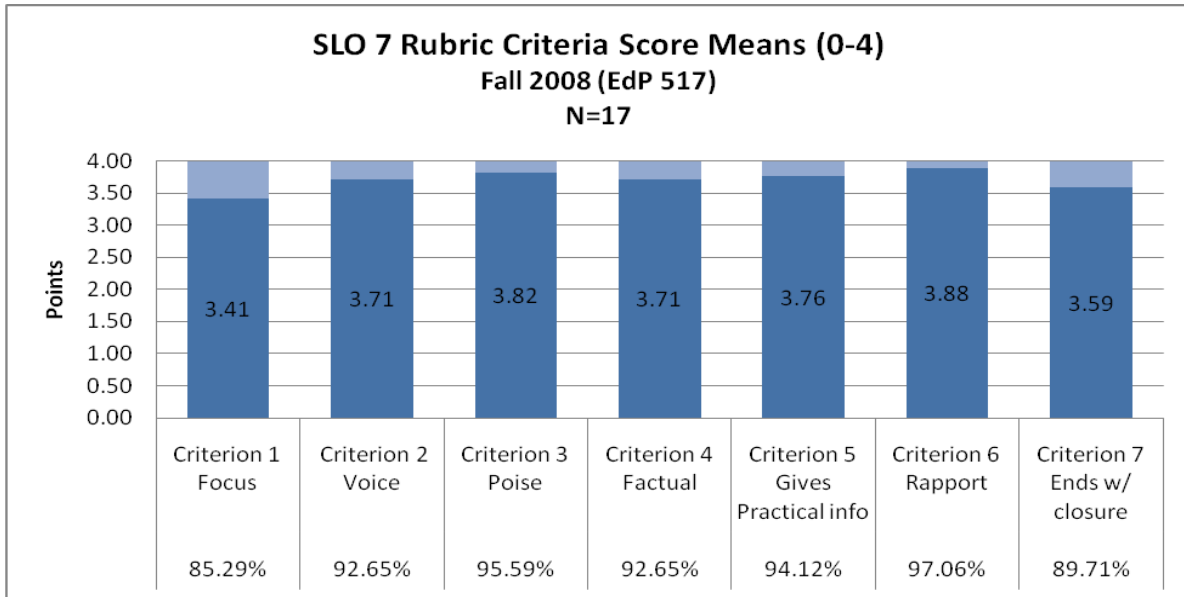
Figure 8

School Psychology AY09-10 Score Distribution-SLO 7

SLO 7
AY09-10
N= 17

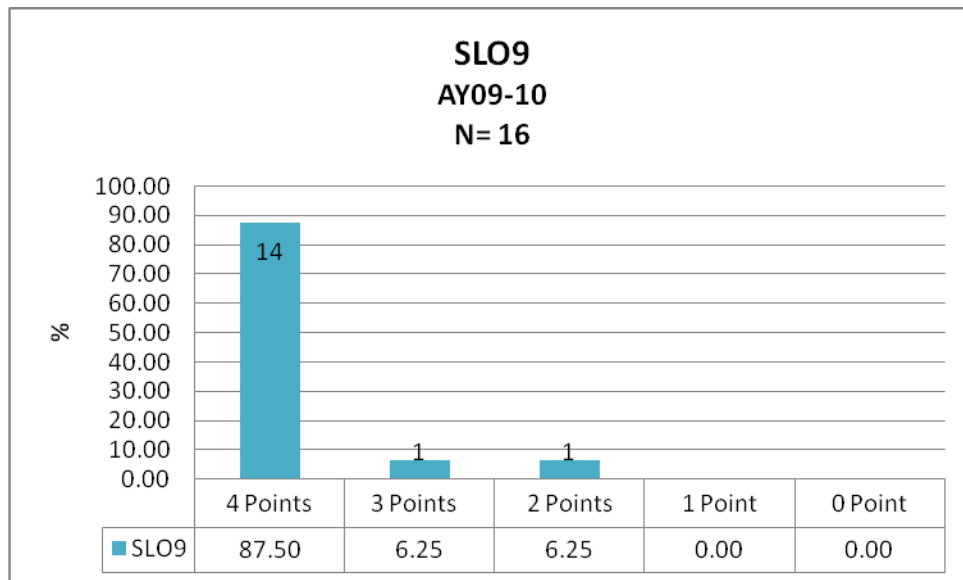|	4 Points	3 Points	2 Points	1 Point	0 Point
SLO7	82.35	17.65	0.00	0.00	0.00

Figure 9

School Psychology Fall 2008 Criteria Score Means-SLO 7

Outcome 9: Evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services
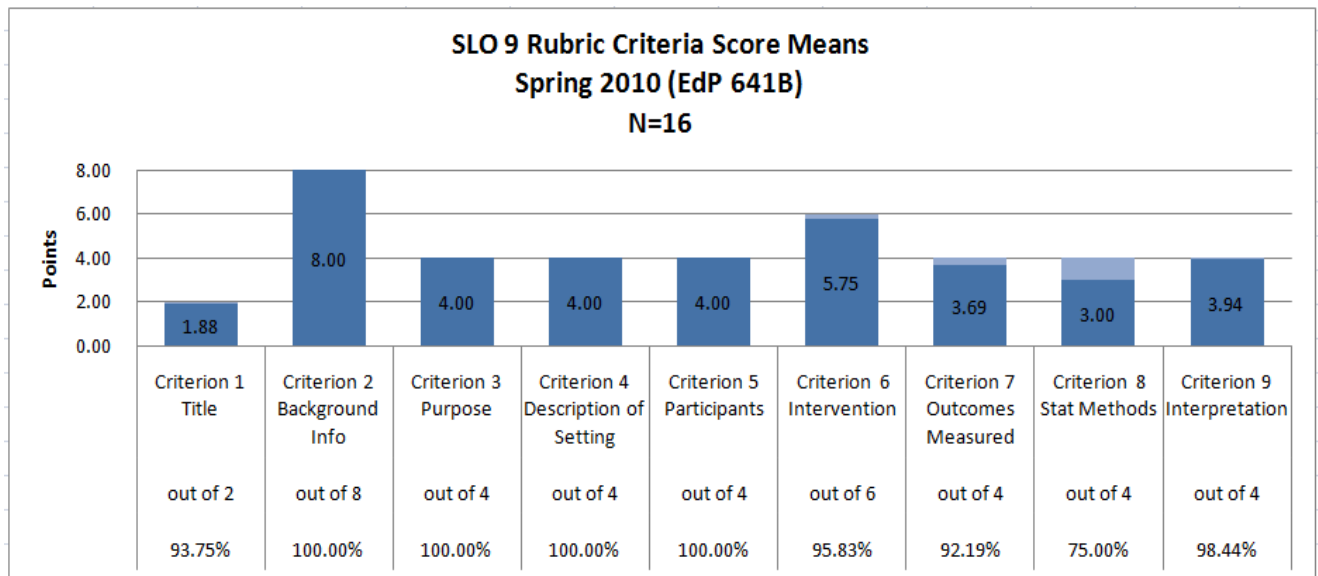
Figure 10

*School Psychology AY09-10 Score Distribution-SLO 9*

Figure 11

School Psychology Spring 2010 Criteria Score Means-SLO 9

SLO 9 Rubric Criteria Score Means
Spring 2010 (EdP 641B)
N=16

Points									
	Criterion 1 Title	Criterion 2 Background Info	Criterion 3 Purpose	Criterion 4 Description of Setting	Criterion 5 Participants	Criterion 6 Intervention	Criterion 7 Outcomes Measured	Criterion 8 Stat Methods	Criterion 9 Interpretation
Score	1.88	8.00	4.00	4.00	4.00	5.75	3.69	3.00	3.94
	out of 2	out of 8	out of 4	out of 4	out of 4	out of 6	out of 4	out of 4	out of 4
	93.75%	100.00%	100.00%	100.00%	100.00%	95.83%	92.19%	75.00%	98.44%

Outcome 10: Practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development
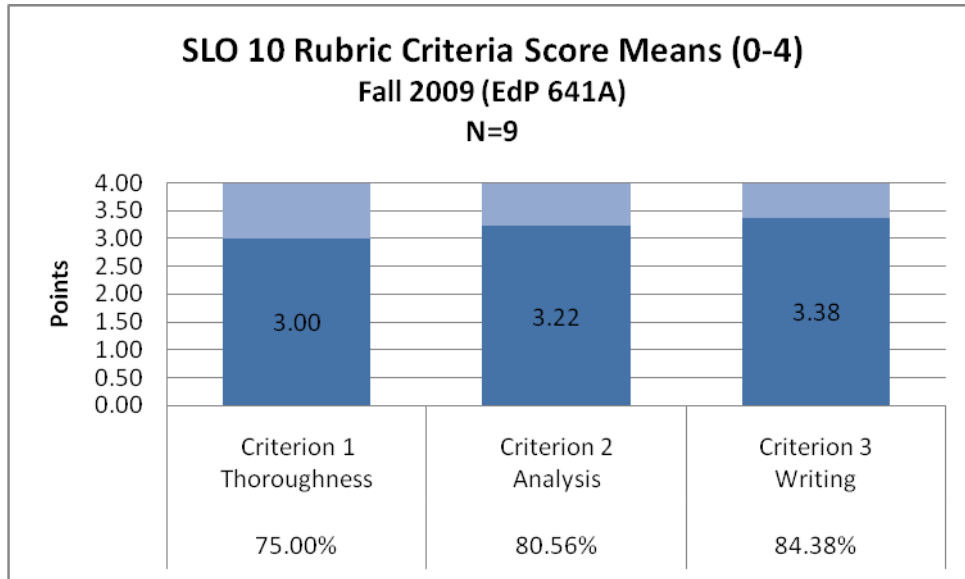
Figure 12

School Psychology AY09-10 Score Distribution-SLO 10

SLO10
AY09-10
N=14

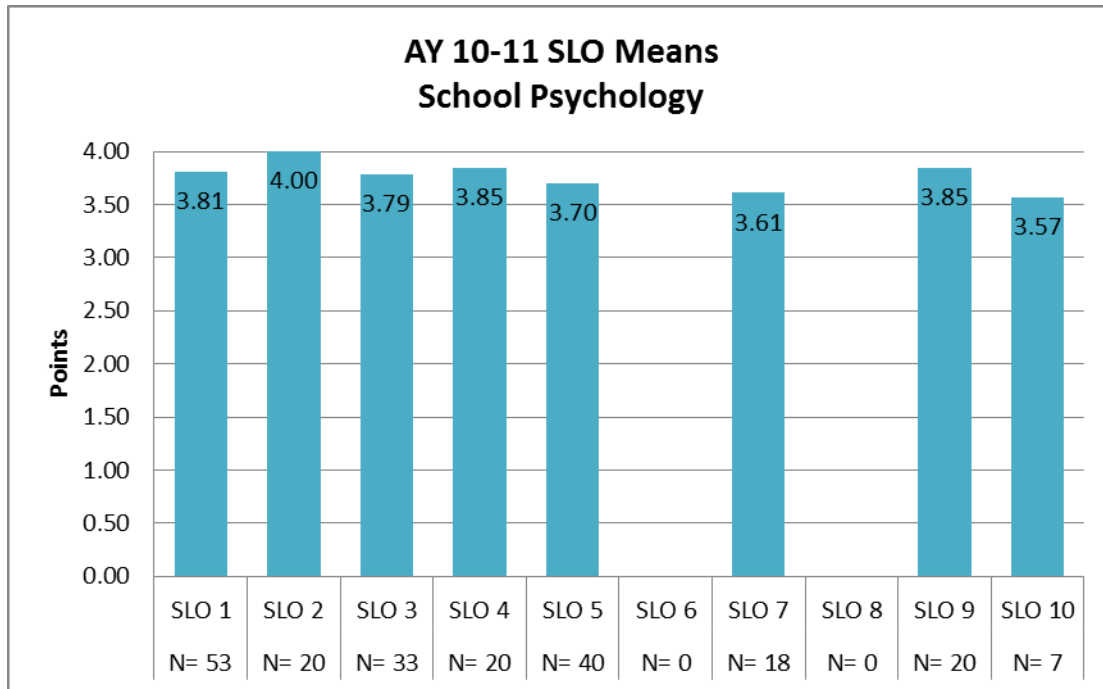|	4 Points	3 Points	2 Points	1 Point	0 Point
SLO10	64.29	21.43	14.29	0.00	0.00
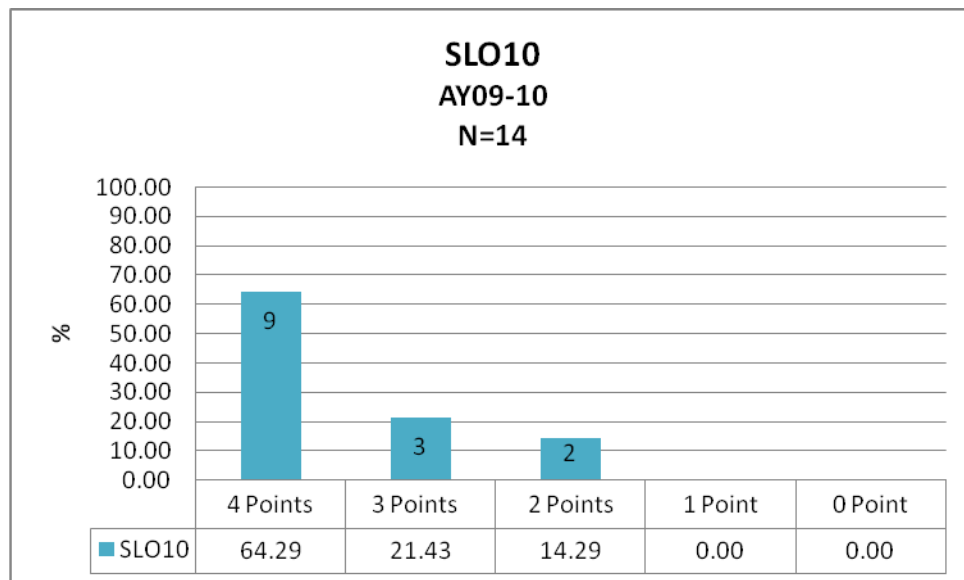
Figure 13

School Psychology Fall 2009 Criteria Score Means-SLO 10

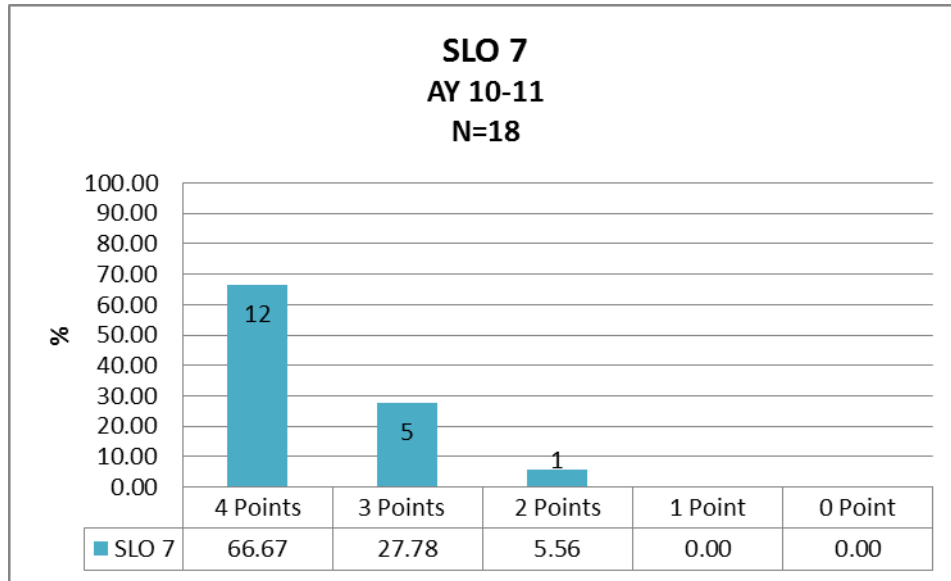**2010-11 Student Learning Data**

Figure 14

School Psychology AY10-11 SLO Means

Outcome 7: Provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students
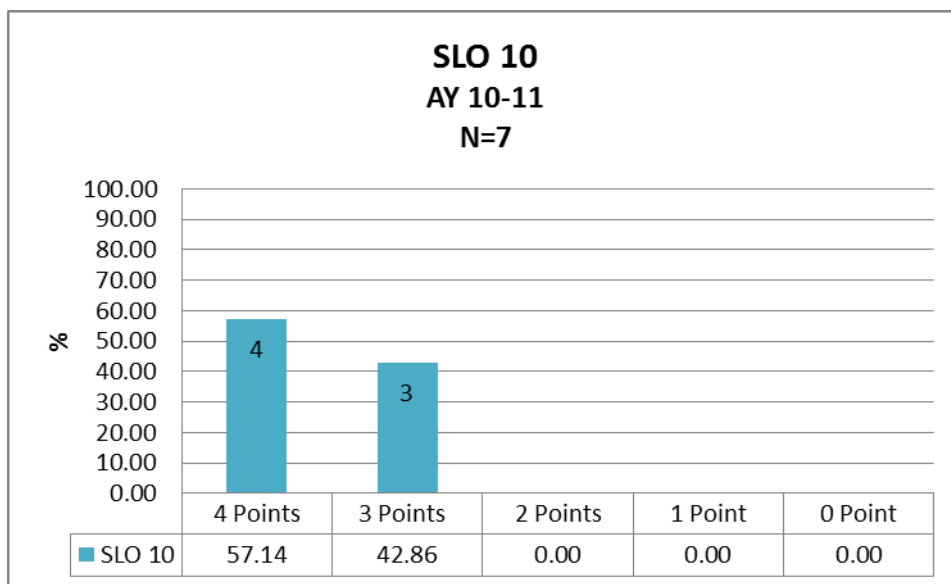
Figure 15

School Psychology AY10-11 Score Distribution-SLO 7

SLO 7 AY 10-11 N=18	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 7	66.67	27.78	5.56	0.00	0.00

Outcome 10: Practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development
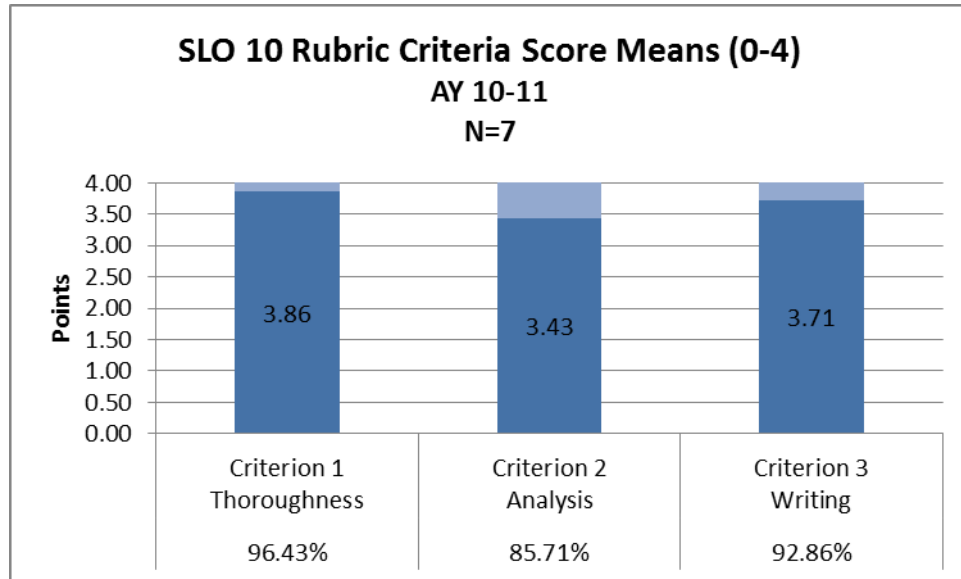
Figure 16

School Psychology AY10-11 Score Distribution-SLO 10

SLO 10 AY 10-11 N=7	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 10	57.14	42.86	0.00	0.00	0.00

Figure 17

School Psychology AY10-11 Criteria Score Means-SLO 10

SLO 10 Rubric Criteria Score Means (0-4)
AY 10-11
N=7

Criterion 1 Thoroughness: 3.86 — 96.43%
Criterion 2 Analysis: 3.43 — 85.71%
Criterion 3 Writing: 3.71 — 92.86%

2009-10 Program Effectiveness Data

In December 2009, a web-based alumni survey was disseminated to all graduates for whom we had a current email address. A total of 87 graduates were invited to complete the survey via email, and 61 graduates completed the survey, with the largest percentage of participants from the 2009 graduating year. According to the survey results, 75.8% of respondents indicated that the training they received in *data-based decision making* at CSULB was "excellent" while 77.4% indicated excellent training in *collaborative consultation*. Areas of training respondents indicated were "poor" included *mental health* (6.5%) and *ethical and legal practice* (6.5%).

2010-11 Program Effectiveness Data

In May 2011, all graduating students (n=15) were requested to complete a Student Satisfaction Survey regarding their overall satisfaction with the program. Complete responses were obtained from 12 graduates. Items included satisfaction with faculty advisement, program resources, belongingness to the program, and support provided by the department, credential, and graduate studies offices as well as the Educational Psychology Clinic. Overall, 75% of graduates were satisfied with advisement they received from faculty; 92% were satisfied with support provided from the department office and graduate studies office; and 67% were satisfied with support provided from the credential office. Program resources, the Educational Psychology Clinic, and program belongingness were all rated by all respondents as satisfactory.

PART III – Analyses and Discussion of Candidate and Program Data

Candidate performance on SLOs 1, 3, 7, 9, and 10 collected during 2009-2010 were analyzed. Average student performance on the signature assignment (School-Based Academic Case Study) assessing SLOs 1 and 3 in EDP 527 in Fall 2009 was 88.54%, with a range of 80.77% to 95.41% across criteria. For SLO 7, average student performance on the relevant signature assignment (Counseling Case Study) in EDP 517 was 92.44%, with a range of 85.29% to 97.06%. Candidate performance on the signature assignment (Program Evaluation) measuring SLO 9 in EDP 641B, was 95%, with a range of 75% to 100%. Average student signature assignment (Ethics Case Study) performance measuring SLO 10 in EDP 642A was 79.98%, with a range of 75% to 84.38%.

Based on this review, identified areas of strength based on student performance on the aforementioned signature assignments during the 2009-2010 school year include: 1) using data to identify problems; 2) writing skills; 3) developing rapport with clients; 4) offering practical information to clients; and 5) providing basic program evaluation information. Alumni data indicate training in using data to inform decisions, and collaborative consultation skills are areas of strength for the program. Identified areas in need of improvement include: 1) intervention planning; 2) thoroughness in using and analyzing resources; 3) use of statistics; 4) focusing on a problem or solution in a counseling session; and 5) ending a counseling session with closure. Mental health and ethical and legal practices are also areas in need of enhanced training within the program.

A review of 2010-2011 data reveals an increase in students' mean performance from 2009-2010 on assignments measuring SLO 1 (3.76 vs. 3.81) and 3 (3.66 vs. 3.79). Negligible mean performance increases were also noted for SLO 9 (3.81 vs. 3.85) and 10 (3.50 vs. 3.57). Decreases in mean performance were evident for SLO 7 (3.82 vs. 3.61). However, criterion scores have not been reported for the past two years due to instructor error thereby making it difficult to pinpoint areas of instructional need. Overall mean performance is highest for SLO 2 (consultation and collaboration), and lowest for SLO 10 (legal and ethical practice); however, 50% of student data on this assignment were not included in the analysis of this outcome due to instructor error in reporting criterion scores.

Part IV – Use of Assessment Results to Improve Candidate and Program Performance

An example of how a program might present this information is:

Data Source	Plan of Action or Proposed Changes Made	Timeline	Applicable Program or Common Standard(s)
09-10/ 10-11 SLO 10 Signature Assignment	Instructors to review course syllabus regarding explicitness of reviewing NASP standards, laws, regulations, and case law. Instructors to increase modeling of using such resources in class	Fall 2011-Spring 2012	NASP/Program: Legal, ethical, and professional practice CTC: Legal, ethical, and professional foundations
09-10/10-11 SLO 7 Signature Assignment	Instructor added readings, quiz, and increased explicit instruction regarding "closing" and confidentiality. Instructor will increase modeling on how to "close" and counseling session	Fall 2011	NASP/Program: Preventive and responsive services CTC: Educational foundations; Psychological foundations
09-10/10-11 SLO 7 and 10	Program coordinator to emphasize importance of reporting criterion scores at each monthly program meeting; assist instructor(s) in gathering, storing, and reporting criterion scores	On-going	NASP/Program: Preventive and response services; legal, ethical, and professional practice CTC: Legal, ethical, and professional foundations; Educational foundations; Psychological foundations
09-10 SLOs 1 and 3 Signature Assignment	Instructor increased instruction in evidence-based intervention development	Fall 2010 & Fall 2011	NASP/Program: Data-based decision making and accountability; interventions and instructional support to develop academic skills CTC: Individual evaluation and assessment; Psychological foundations; Educational foundations
09-10 SLO 9 Signature Assignment	Instructor will review statistical procedures appropriate for program evaluation purposes	Spring 2012	NASP/Program: Research and program evaluation CTC: Program planning and evaluation