Commission on Teacher Credentialing
Biennial Report
Academic Years 07-08 and 08-09

Institution: California State University, Long Beach

Date report is submitted: Fall 2009   **Date of last Site Visit:** Spring 2007

Program documented in this report: School Psychology Program

Name of Program: School Psychology Program

Credential awarded: PPS School Psychology

Is this program offered at more than one site? No

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SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

I. **Contextual Information**   **1 page**
General information to help reviewers understand the program, the context in which it operates including the number candidates and completers or graduates, and what has changed significantly since the Commission approved the current program document.

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). Recognizing that learning is a transactional process in which the learner is affected and affects the learning environment and process, the program emphasizes the proximal and distal influences of family, home-school collaboration, peers, neighborhoods, communities, world of work, public policies, and culture. Candidates receive extensive preparation in consulting and collaborating with parents and teachers on modifying the learning environment so that the effectiveness of both parents and teachers is maximized (Zins &Erchul, 1995; Gutkin & Curtis, 1999). Similarly, candidates are taught that teacher preparation and competency is as influential on student outcomes as the home environment and student characteristics (Darling-Hammond, 1997). As a result, the program teaches future school psychologists to identify and promote best practices in instruction and curriculum modification for all students, including those with exceptional needs (Gersten & Baker, 2000; Rosenshine, 1997; Swanson, 2000). Additionally, candidates are taught within a scientist-practitioner model to apply evidence-based practices, current legal mandates, and established standards of ethical practice (e.g., AERA, APA, NASP) in making decisions about assessment, intervention, and prevention for students with and without disabilities.

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.

The California State University, Long Beach (CSULB) School Psychology Credential Program is a 60-semester unit program (plus 9 units of prerequisite courses) housed within the Advanced Studies in Education and Counseling Department in the College of Education (CED). Twelve of the 60 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 programs). Both types of candidates typically complete the program in three years, though the latter typically enroll in summer school classes. The program received national accreditation in 2005 by the National Association of School Psychologists (NASP), with program accreditation renewed in 2009 until December 31, 2013.

Table 1 below includes the program's student learning outcomes (SLOs), based on training and professional standards set forth by NASP, aligned with the College of Education's Conceptual Framework and the National Council for Accreditation of Teacher Education. Signature assignments aligned with program SLOs also are provided.

Table 1
Program Student Learning Outcomes and Relevant Standards

SLOs	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7	Outcome 8	Outcome 9	Outcome 10
	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	Case Study	Case study	Case study	Exit Interview	Class presentation	Case study	Parent interview	Report of findings	Project
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

Tables 2-4 below include data regarding candidate transition across three different points in the program: application, admission, and matriculation; advancement to culminating project; and graduation from the program. Table 5 includes information regarding full- and part-time faculty in the program.

Table 2
Program Specific Candidate Information, 2007-2009

	Transition Point 1 Admission to Program					
	2007-2008			2008-2009		
	Applied	**Accepted**	**Matriculated**	**Applied**	**Accepted**	**Matriculated**
TOTAL	93	22	19	100	18	18

Table 3
Program Specific Candidate Information, 2007-2009

	Transition Point 2 Advancement to Culminating Experience	
	2007-08[1]	2008-09[2]
Thesis (698)[3]	0	16
Comps[4]	12	12

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[1] Data are reported for Spring 2008.

[2] Data are reported for Spring 2009.

[3] These are data on students who were enrolled in thesis work during Fall 2007 and Spring 2009. This figure may include students who actually "crossed into" this transition point prior to either 2007-08 or 2008-09 and were still making progress on their theses at this time.

[4] These are data on the number of students who *applied* to take the comprehensive examination in Spring 2008 and Spring 2009. These data include students who may not have taken or passed the examination(s).

Table 4
Program Specific Candidate Information, 2007-2009 (snapshots taken Fall 2008 and Summer 2009)

	Transition Point 3 Exit	
	2007-2008	**2008-2009**
Degree + Credential	9	15
Credential[5]	8	3

Table 5
Faculty Profile 2007-2009

Status	2007-2008	2008-2009
Full-time TT	3	3
Part-time Lecturer	3	4
Total:	6	7

II.   **Candidate Assessment/Performance and**
      Program Effectiveness Information   No Minimum or Maximum Page Limit

The program submits information on how candidate and program completer performance are assessed and a summary of the data. The length of this section depends on the size of the program and how data are reported. The information and data submitted in this section will be used as the basis for the analysis and action plan submitted in Sections III and IV.

a) What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential? What **key assessments** are used to make critical decisions about candidate competence prior to being recommended for a credential? Because this section is focused on candidate assessments while the candidate is enrolled in the program or who have completed your program, please do not include admissions data.

A summary of program student learning outcomes (SLOs) and a description of related signature assignments is provided in Table 6 below.

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[5] 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 2007 through Spring 2009.

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 527 Case Study • EDP 525A/B Parent Interview	• Candidates collect baseline data, develop student goals, develop and implement (or assisting in the implementation of) an academic intervention, collect and graph weekly progress monitoring data, and make data-based decisions regarding the efficacy of the implemented intervention. • Candidates administer, score, and interpret published, norm-referenced assessments of a school-age client in the Educational Psychology Clinic, and write an assessment report. 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 560 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; and evaluate the effectiveness of interventions	• EDP 579 Case Study	• Candidates collect baseline data, develop student goals, develop and implement (or assisting in the implementation of) an academic intervention, collect and graph weekly progress monitoring data, and make data-based decisions regarding the efficacy of the implemented intervention.
• 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: Case Study	• Candidates collect baseline data, develop student goals, develop and implement (or assisting 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	• Performance-Based Exit Interview	• Candidates participate in an exit interview where they are asked questions related to diversity. Candidates do not receive advanced preparation on these topics and questions are kept secure from candidates. The interview panel, comprised of three credentialed school psychologists from the program's Community Advisory Board, is provided a scoring rubric and anchors to rate candidates' responses to questions. Responses are scored on a scale of 1 – 5, with '1' being 'Inadequate/Needs

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
		Improvement'; '3' being 'Adequate/Average'; and '5' being 'Exceptional. Ratings are averaged across the three panelists to obtain a mean score by question as well as overall interview score for each candidate.
• 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 536: In-service Training Presentation	• Candidates demonstrate the ability to organize and conduct an in-service presentation suitable for staff development in schools.
• 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 the Educational Psychology Clinic. 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 525A/B: Parent Interview	• Candidates administer, score, and interpret published, norm-referenced tests of a school-age client in the Educational Psychology Clinic, and write an assessment 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 Project	• 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 below displays data on nine of the program's signature assignments, including number of candidates completing the assignment, average grade received, and standard deviation across two years.

Table 7
Average Signature Assignment Grades (%) Across Courses

Assignment	2007-2008			2008-2009		
	N	Average Score	SD	N	Average Score	SD
EDP 527 Academic Case Study	17	89	11.76	18	89	8.1
EDP 560 Behavioral Case Study	16	100	0	14	95	6.65
EDP 579 Academic Case Study	22	93	6.0	17	91	7.33
EDP 517 Counseling Case Study				7	85	5.2
EDP 525A/B Parent Interview				16	91	2.1
EDP 536 In-Service Presentation				11	100	0
EDP 641B Program Evaluation				15	95	4.3
EDP 642A Ethics Project				18	70	.87
Exit Interview	17	46	1.04	8	43	.96

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

III.   Analysis of Candidate Assessment Data   1-3 pages
Each program provides an analysis of the information provided in Section II. Please do not introduce new types of data in this section. Note strengths and areas for improvement that have been identified through the analysis of the data. What does the analysis of the data demonstrate about: a) candidate competence and b) program effectiveness?

Grades and standard deviations across assignments in EDP 527, 560, 579, 517, 525A/B, 536, and 641B are average to above average and comparable, ranging from a grade of 85% to 100%. Although we would hope to see a gradual improvement in skills overtime as candidates engage in multiple opportunities to learn and practice skills across settings and behaviors, there is little evidence that candidates' assessed skills progress from novice (EDP 579; SLO 3), to competent (EDP 560; SLO 4), to proficient (EDP 527; SLO 1). However, this progression may be confounded by candidates' ability to influence the assessment-to-intervention process. In EDP 579 candidates work in a clinic setting and have more control over assessment and intervention activities. In EDP 560 and EDP 527, candidates must negotiate the policies and practices at their school placement.

In 2008-2009, signature assignments were implemented for the first time in EDP 517 (SLO 7), EDP 641B (SLO 9), EDP 525A/B (SLO 8), and EDP 642A (SLO 10). Candidates' performance was, again, average to above average on signature assignments measuring SLOs 7, 9, and 8. However, average grades on the Ethics Project in EDP 642B (SLO 10) and performance on the Exit Interview (SLO 5) were considerably lower.

IV.   Use of Assessment Results to Improve Candidate and Program Performance   1-2 pages

To increase candidate performance on SLO 1, additional class time in EDP 527, where candidates received lower average scores compared to EDP 579 and 560, was devoted to discussing case studies with peers using an instructor-developed case study worksheet as a guide. In pairs, candidates meet five times throughout the semester for 15-20 minutes to address questions and provide suggestions to peers on their case study. The worksheet is turned-in for additional written feedback from the instructor. With the addition of this activity, candidates are receiving timely, formative feedback on their case studies (Implemented Fall 2009). Due to the low number of candidates who completed the Counseling Case Study in EDP 517 (SLO 7) due to difficulties recruiting counseling clients to the Educational Psychology Clinic, the rubric will be revised to include candidates providing counseling in school settings with ratings conducted by their Fieldwork Supervisors.

Candidate performance on the exit interview, first implemented in spring 2006, has historically received the lowest ratings each year of implementation. As a result, program faculty have met several times to identify readings, lectures, and activities to introduce into various courses to better prepare candidates to obtain proficiency on this SLO. We also have revised the exit interview rubric twice to clarify candidate performance expectations. Currently, program faculty are considering substituting the exit interview with another assignment to measure SLO 5 because this assignment continues to not meet our program's assessment needs.

Faculty met to clarify candidate expectations on the Ethics Project (SLO 10) rubric and will be conducting an inter-rater reliability check between the two instructors who teach the two sections of this course in the fall to ensure consistency in scoring. Lectures also will be refined in the course to provide additional information on ethical problem-solving skills.

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?	Applicable Program or Common Standard(s)
1	Revise rubric for EDP 517 Counseling Case Study; obtain feedback from Fieldwork Supervisors regarding assessing candidates' counseling skills	Gamble	End of Fall 09	SLO 7
2	Inter-rater reliability check on EDP 642A Ethics Project; increase lecture time devoted to ethical problem-solving	Gamble & Powers	End of Fall 09	SLO 10
3	Replace Exit Interview signature assignment	All Program Faculty	Mid Spring 2010	SLO 5