

NCATE FOCUSED VISIT REPORT
MARCH 2007
VALPARAISO UNIVERSITY DEPARTMENT OF
EDUCATION



MISSION:

VALPARAISO UNIVERSITY,
A COMMUNITY OF LEARNING DEDICATED TO EXCELLENCE
AND GROUNDED IN THE LUTHERAN TRADITION
OF SCHOLARSHIP, FREEDOM, AND FAITH,
PREPARES STUDENTS TO LEAD AND SERVE
IN BOTH CHURCH AND SOCIETY.

Table of Contents

PART 1 - Background Information

	<i>Page</i>
1.1 Valparaiso University and the Department of Education	<i>1</i>
1.2 Major Activities of the Department of Education, 2004-2006	<i>3</i>
1.3 List of Standards and Areas for Improvement from the NCATE Accreditation Action Report and the Indiana Teacher Education Committee	<i>4</i>

PART 2 - Standard 1

2.1 Introduction to the Advanced Programs	<i>5</i>
2.2 School Psychology	<i>7</i>
2.3 M.Ed. (Teaching and Learning)	<i>10</i>
2.4 Areas for Improvement	<i>11</i>

PART 3 - Standard 2

3.1 Introduction to Standard 2	<i>14</i>
3.2 Initial Teacher Preparation	<i>17</i>
3.3 School Psychology	<i>19</i>
3.4 M.Ed. (Teaching and Learning)	<i>22</i>
3.5 Areas for Improvement	<i>23</i>

This report for the 2007 Focused Visit is organized by NCATE Standard and then program (initial and/or advanced), followed by Areas for Improvement. The report addresses the two standards cited by NCATE as unmet, Standard 1 and 2. Although the Indiana Teacher Education Committee reached different conclusions from NCATE (see page 3 for comparison details), the report addresses all elements of these two standards and all areas cited for improvement. Key documentation related to the unit's programs and this report is noted in the Documentation column; additional evidence will be provided to the NCATE Board of Examiners in the on-site Exhibit Room.

Part 1 - Background Information

1.1 Valparaiso University and the Department of Education

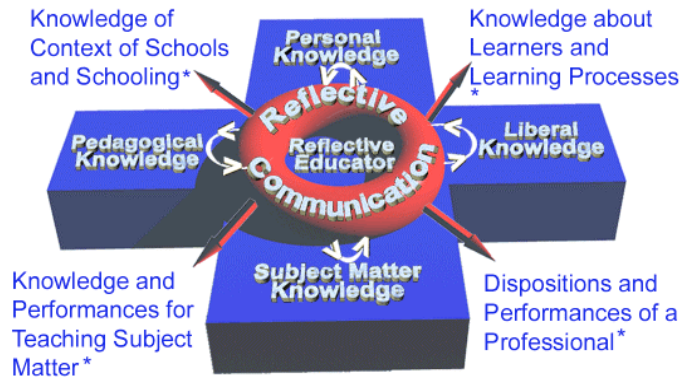
Founded in 1859, Valparaiso University is known for its outstanding liberal arts education and professional programs. Its location in northwest Indiana gives students the benefits of the premier city of Chicago, the Indiana Dunes National Lakeshore on Lake Michigan, and the friendliness of the residential community of Valparaiso. Many programs in the university use regional natural, urban, and industrial resources for field trips, cultural activities, and service-learning experiences. The Valparaiso University campus is 310 acres and contains more than 70 academic and residential buildings.

There are five undergraduate colleges at Valparaiso University offering over 70 areas of liberal arts and professional studies: the College of Arts and Science (the college of which the Department of Education is part), Christ College (the honors college), the College of Business Administration, the College of Engineering, and the College of Nursing. While Valparaiso University's main focus is on undergraduate education, it also includes a College of Law and a modest-sized Graduate Division. The full-time student population is approximately 3900.

The Department of Education, one of 21 departments in the College of Arts and Sciences, offers undergraduate and graduate programs for initial licensure as well as advanced programs. Degrees offered in the unit are listed below.

Valparaiso University Education Degree Programs

Program	Current Enrollment
<i>Initial Programs</i>	
BS in Elementary Education	103
BS in Middle Level Education	15
BA & BS with Complementary Secondary Education Major	92
Bachelor of Music Education and BS in Physical Education	58
<i>Total undergraduate enrollment – Initial Licensure</i>	<i>268</i>
M.Ed. Initial Licensure – LEAPS Track	19
M.Ed. Initial Licensure – General Track	6
<i>Total graduate enrollment – Initial Licensure</i>	<i>25</i>
<i>Advanced Programs</i>	
M.Ed & Ed.S in School Psychology (<i>Other School Personnel</i>)	29
M.Ed. in Teaching and Learning (<i>Continuing Preparation of Teachers</i>)	(2)
<i>Total graduate enrollment – Advanced Level</i>	<i>29(31)</i>



The VU Department of Education’s Conceptual Framework focuses on developing candidates as reflective educators. It builds upon Valparaiso University’s clear mission to prepare its students through strong academics and the value of service to others. This framework provides coherence for the unit’s programs and is aligned to professional standards. Documents related to the Conceptual Framework will be available for the BOE team on campus, including the graphic, research base, and expected learning outcomes.

Since the 2004 BOE Visit, the education faculty has reflected upon the Conceptual Framework each semester as they review the essays in candidate portfolios for Checkpoints 1, 2, and 3. While the data from the Checkpoint analysis showed adequate understanding of the conceptual framework, the faculty wanted to see stronger understanding demonstrated in these essays. The handbooks that have since been developed for all checkpoints include sample essays which students analyze and discuss in ED 203-Introduction to Teaching (for Checkpoint 1) and ED 485-Senior Seminar (for Checkpoint 3). Candidates’ essays are beginning to show deeper understanding as a result. To provide similar scaffolding for Checkpoint 2, the faculty will begin offering a new, zero-credit course in Fall 2007 (ED 385).

In addition, faculty discussions about the Conceptual Framework have noted that the development of the Conceptual Framework occurred over many years prior to the time when many current faculty joined the department. As a result, a small committee was formed in Fall 2006 to begin reviewing the Conceptual Framework with the possibility of reworking it for the future. This committee has met a couple times and is expecting to meet with more frequency during the 2007-2008 academic year.

Documentation: Checkpoint Handbooks, Faculty Handbook

1.2 Major Activities of the VU Education Department, 2004-2006

Academic Year	Stakeholders included
2004-2005	
New chair of education hired	<i>ED faculty, CAS dean, provost</i>
New professor of literacy hired	<i>ED faculty, CAS dean, provost</i>
New Education Building Task Force:	<i>Faculty from ED, English,</i>
- general parameters of building size and occupants set	<i>History, provost's office</i>
- vision for building revisited, refined	
- architects interviewed and hired	
- project timeline outlined	
NCATE/Indiana DPS Institutional Review	<i>ED faculty, TEC, PEP,</i>
NCATE/Indiana DPS visit	<i>students</i>
2-day Strategic Planning event/Strategic Plan	<i>ED faculty, TEC, PEP,</i>
	<i>students</i>
Implementation of Summative Portfolio process	<i>ED faculty, Senior Seminar</i>
	<i>students</i>
Decision to consolidate all ED databases in university's DataTel system	<i>Technology Committee, EIS</i>
	<i>and Registrar staff</i>
2005-2006	
New special education professor hired	<i>ED faculty, CAS dean, provost</i>
Review and changes of general education requirements	<i>ED faculty, VU faculty</i>
New Education Building Task Force:	<i>Faculty from ED, English,</i>
- construction companies interviewed and hired	<i>History, Mathematics,</i>
- schematic design phase completed	<i>provost's office</i>
Refocusing of TEC meeting agendas	<i>ED chair, TEC members</i>
Indiana Standards mapping	<i>ED faculty, TEC members</i>
Review and recommendation to eliminate underenrolled masters degrees	<i>Special Education faculty, ED</i>
	<i>faculty, CAS curriculum</i>
	<i>committees</i>
Inter-rater consistency study	<i>UAS Data Management</i>
	<i>Committee, VU Director of</i>
	<i>Institutional Research</i>
Initial submission to NASP	<i>School Psychology</i>
	<i>Coordinator, Faculty, Chair</i>
2006-2007	
New secondary English education professor hired	<i>ED faculty, CAS dean, provost</i>
Implementation of new literacy courses	<i>Elementary education faculty</i>
Implementation of ED 305 Computers in Education into the Junior Block	<i>Elementary education faculty</i>
Implementation of third credit for methods courses in the Junior Block	<i>Elementary education faculty</i>
Checkpoints 1 and 2 Handbooks completed	<i>ED faculty</i>
Redistribution of faculty advising loads	<i>ED chair and faculty</i>
Major review and revision of School Psychology curriculum and field training experiences	<i>School psychology, chair, and</i>
	<i>special education faculty</i>

1.3 List of Standards and Areas for Improvement from the NCATE Accreditation Action Report and the Indiana Teacher Education Committee

(Summarized from the Indiana DOE Memorandum of November 16, 2005)

	NCATE Accreditation Action Report (March 2005)	Indiana Teacher Education Committee (November 2005)
Standard 1	Met (Initial Teacher Preparation) Not Met (Advanced Preparation)	Met (Initial Teacher Preparation) Not Met (Advanced Preparation)
	<p>Area for Improvement (Initial Teacher Preparation):</p> <p><i>Some programs lack evidence of alignment with state content and developmental standards.</i></p>	<p>Area for Improvement (Initial Teacher Preparation):</p> <p><i>Some programs lack evidence of alignment with state content and developmental standards.</i></p>
	<p>Areas for Improvement (Advanced Preparation):</p> <p><i>Candidate pedagogical and professional knowledge and skills are not addressed consistently.</i></p> <p><i>Candidates' pedagogical content knowledge is not consistently measured in programs for the continuing preparation of teachers.</i></p> <p><i>Dispositions are not consistently measured within or across programs.</i></p>	<p>Areas for Improvement (Advanced Preparation):</p> <p><i>Candidate pedagogical and professional knowledge and skills are not addressed consistently.</i></p> <p><i>Candidates' pedagogical content knowledge is not consistently measured in programs for the continuing preparation of teachers.</i></p> <p><i>Dispositions are not consistently measured within or across programs.</i></p>
Standard 2	Not Met (Initial Teacher Preparation) Not Met (Advanced Preparation)	Met (Initial Teacher Preparation) Met (Advanced Preparation)
	<p>Areas for Improvement:</p> <p><i>The unit has not regularly and comprehensively gathered, compiled, and analyzed assessment data for all programs.</i></p> <p><i>The unit has not implemented procedures to ensure fairness, accuracy, and consistency of data.</i></p> <p><i>Assessment data have not been shared with stakeholders within each program.</i></p>	<p><i>Assessment data have not been shared with stakeholders within each program.</i></p>
Standard 3	Met	Met
Standard 4	Met	Met
Standard 5	Met	Met
Standard 6	Met	Met

Part 2 - Standard 1: Candidate Knowledge, Skills, and Disposition

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

2.1 Introduction to the Advanced Programs

The Advanced Programs of Valparaiso University include:

- M.Ed./Ed.S. in School Psychology (Other School Personnel)
- M.Ed. (Teaching and Learning Concentration)

The background information on the two advanced programs in this introductory section serves to provide the context for the discussion of these programs in this report.

At the time of the previous BOE visit in October 2004, Valparaiso University offered M.Ed. and M.S. degrees in Special Education, however, no students were enrolled in that program at that time, nor had any been in that program for many years. After the arrival of the new chair in July 2004 and a check of program enrollments in the unit, she initiated a review of the degrees in special education.

Along with the special education faculty and the dean of graduate studies, the education department suspended accepting new students for these under-enrolled advanced programs, including the M.Ed. (Teaching and Learning) pending review and a decision to either eliminate these degrees or modify them to attract more students. The result of this review was that the Graduate School Council accepted the education faculty’s recommendation to eliminate the two degrees in special education beginning with the 2006-2007 academic year.

The extent to which Standard 1 was cited as “unmet” in the NCATE Accreditation Action Report is thus now focused only on the School Psychology (Other School Personnel) and the M.Ed. (Teaching and Learning) programs (Continuing Preparation of Teachers). The brief descriptions of each program below are provided to differentiate the robust School Psychology program from the essentially dormant M.Ed. (Teaching and Learning) program.

The School Psychology program at VU currently serves 29 full-time candidates, doubling in size since it was moved from the VU Psychology Department to the Education Department in 2000. With 100 or more inquiries each calendar year from prospective students,

Documentation

VU Graduate Catalog 2006-2007

Graduate Catalog, 2005-2006

2004 BOE Report

Graduate Catalog, 2006-2007

2004 Institutional Rejoinder

2005 AACTE/NCATE Progress Report

School Psychology Enrollment Data

Follow-up Survey

the program is meeting a clear need in the state and country for quality school psychologists. Supervisors who hire and work with our graduates report high levels of satisfaction with their knowledge, skills, and dispositions. The program has a fully active assessment system and continues to make significant program improvements on the basis of external and internal data. The 2004 BOE Report included many comments about the compliance of School Psychology with NCATE standards, some of which will be included in this Focused Visit Report.

The M.Ed. (Teaching and Learning) program has become essentially dormant, dwindling from a small enrollment base since the 1990's. Data show that the last program completer finished the degree in 2005, seven students admitted between 1990 and 2003 are inactive (thus requiring reapplication for admission), and only two are marginally active. These two students were first admitted in 1991 and 1997 and have only occasionally taken a class from the department having accumulated 12 credits toward this degree.

In addition, the university has put a hold on admitting new students pending revision of the degree in line with the unit's strategic plan. The unit's strategic planning in 2005 and 2006 identified professional development for practicing teachers as a strategic opportunity for the future, particularly when the new education building is completed with special facilities to serve this purpose. Given this future goal and the reality of current program enrollment, the unit decided to retain the degree on the books in the Graduate College, while putting a hold on new students and putting in place an assessment system in line with NCATE requirements. Once the timing of the opening of the new building is more definitive, the department plans to dramatically reshape and market this program in line with stakeholder needs.

Some quotes from 2004 BOE Report related to School Psychology are included in relevant sections of this Focused Visit Institutional Review to differentiate the program from the M.Ed. – Teaching and Learning, as the two serve very different purposes and candidate populations and therefore have distinct assessment systems that were commented upon differently by the 2004 BOE Report. Most importantly, this report will highlight the improvements made in the School Psychology program from the already solid foundation cited in the 2004 BOE Report. This report also explains the assessment system put into place for the M.Ed. Teaching and Learning program since the 2004 Visit.

Data

School Psychology Handbook

M.Ed. (Teaching and Learning) List of Students

Education Department Strategic Plan

2004 BOE Report

2. 2 Standard 1: School Psychology

Element 1: Content Knowledge

The School Psychology curriculum is aligned to the standards of both the National Association of School Psychologists (NASP) and Indiana Division of Professional Standards (IDPS). Course syllabi indicate the specific standards included in each course and the means by which candidates’ content knowledge is assessed in course assignments, class work, and field experiences.

The 2004 BOE report (p. 16) states: “the (School Psychology) program designed its curriculum following the IPSB School Services Personnel Standards and the NASP Standards. The correlation between the coursework and standards is clearly articulated, and candidates and alumni confirmed in interviews that the program requires its candidates to articulate the important principles and concepts of the field at various points of their program.”

School psychology candidates evidence 80+% pass rate on required Praxis exams using the NASP Certification cut-off score. This indicates candidates’ attainment of academic content knowledge, evidence that they know their field and can explain principles and concepts delineated in professional, state, and institutional standards. The current pass rate trend is 100%.

School psychology candidates’ content knowledge is evaluated during and at the end of their year-long internship by their site supervisors and the VU School Psychology Coordinator. Five years of data, including that presented in the 2004 Institutional Review, indicate candidates consistently score “above average” or “well-prepared” on their content knowledge of assessment, intervention/consultation, and professional skills.

The BOE Report (p. 16-17) indicates that “ongoing assessment of candidates’ skills at performing the multiple roles of a school psychologist is an integral component of the program. Such assessment includes formal tests, case studies, research projects, videotaping, conferencing, and practicum evaluations. The rigorous nature of the three practica and one year internship is validated by the interview of candidates at different stages in the program, alumni, and faculty. Candidates/alumni are very satisfied with the content preparation they receive.”

Documentation
School Psychology
Program
Standards Matrix

Course Syllabi

2004 BOE Report

School Psychology
Praxis Results

NASP Certification
Standard

Internship
Evaluation data

2004 Institutional
Review

School Psychology
Data

2004 BOE Report

Element 2: Professional Knowledge and Skills

Ongoing, systematic, and valid assessment of candidates’ skills at

Documentation
School Psychology

articulating and performing the multiple roles of a school psychologist is an integral component of the School Psychology program.

School psychology candidates are introduced to NASP’s professional standards upon entry to the program, and professional and ethical standards are incorporated into every component of their training. The continuum of assessment begins prior to admission and formally concludes one-year post-graduation.

Professional skills are evaluated during and at the end of the year-long internship. Five years of data, including that presented in the 2004 Institutional Review, show candidates consistently score “above average” or “well-prepared” on their professional knowledge and skills.

The 2004 BOE Report indicates that “ongoing assessment of candidates’ skills at performing the multiple roles of a school psychologist is an integral component of the program...The rigorous nature of the three practica and the one-year school psychology internship is validated by the interviews of candidates at different stages in the program, alumni, and faculty” (p. 16-17).

A review of the NASP Standards and the professional literature in 2004-2005 revealed the need to prepare candidates for the role that school psychologists are increasingly being asked to do, that of assisting with and performing program evaluations. To prepare them for this new responsibility, a new course (SPSY 688) was created and implemented.

Element 3: Dispositions

Candidates are familiar with expected dispositions through lecture, discussion, and application presented in the first course of the program, Introduction to School Psychology. Candidates in this course are concurrently enrolled in an initial field experience (SPSY 548) in which dispositions are assessed by their cooperating teachers and reviewed by the course instructor.

University and field-training supervisors continue to assess dispositions throughout two additional practica and the one year internship; therefore, assessment occurs from program entry through program completion. Evidence of completed evaluations and summaries of the data were provided at the time of the BOE visit and confirmed in the 2004 BOE Report (p. 21); additional data collected and analyzed since then is available on-site during the Focused Visit.

*Handbook
VU Graduate
Catalog*

*School Psychology
Handbook*

*2004 Institutional
Review
School Psychology
Data
Internship
Evaluation Forms
and Data*

2004 BOE Report

*NASP Standards
“Role Change for
School
Psychology”
SPSY 688 Syllabus*

*Documentation
School Psychology
Handbook
Dispositions Form
and Data
Practicum
Evaluation Forms*

2004 BOE Report

*Internship
Evaluations*

Evidence from the data suggests that for the past three years, students taking SPSY 548 (initial special education practicum) during their first semester at VU received primarily outstanding ratings across all items measured by their supervising teachers. No student was scored below acceptable on disposition items during this first semester practicum course. According to dispositions measured in SPSY 646 (second special education teaching practicum), 89% of school psychology students in 2005 and 2006 received good or outstanding ratings across all 9 disposition items within the "Professionalism" category.

*SPSY 548
Evaluation Data*

Similarly, school psychology practicum students (SPSY 681) were consistently rated as competent or outstanding across all items in the "Professional Responsibility" and "Personal Characteristics" categories. Between the years 2002 and 2006, 100% of school psychology practicum students received an overall rating from their field-training supervisors of satisfactory, competent, or outstanding, with 58% rated as outstanding.

*School Psychology
Data Tables 1 and
2*

*School Psychology
Data Table 3*

At Checkpoint 3 (Pre-Internship Review), the program coordinator rated each student using the APP form. The majority of ratings were "satisfactory" or "area of strength" for each student preparing to enter internship in years 2005 and 2006. Examining Internship Evaluation Forms completed by field-training supervisors between the years 2001 and 2006, 98 to 100% of students each academic year received maximum scores within the broad categories of "Interpersonal Relations" and "Professional Skills".

*School Psychology
Data Tables 5-7*

According to the revised Internship Evaluation Form completed by field training supervisors this academic year, the average score across all dispositions measured was greater than 4 (between competent and outstanding performance). Examining one-year follow-up data, collected at Checkpoint 5 of the School Psychology Program UAS system, immediate supervisors of the VU alumni consistently rated graduates with maximum scores.

*School Psychology
Data Tables 8, 13
and 14*

Element 4: Student Learning

Documentation

Throughout their training at VU, candidates learn knowledge and skills that assist in producing services for children that will result in positive measurable outcomes. Prior to the school psychology practicum in SPSY 681, students must present a case presentation that specifically addresses what impact intervention in the schools had on a student's performance academically or behaviorally. 100% of students within the past three years have received satisfactory performance on this assignment.

Course syllabi

*Practicum Case
Study*

At Checkpoint 4 (pre-graduation, pre-licensing), students must submit a portfolio that demonstrates the attainment of Indiana and NASP standards. Each artifact selected must demonstrate the following: 1) that the student could integrate domains of knowledge and apply professional skills when delivering a comprehensive range of school psychological services, and 2) that the student provided a service that resulted in a measurable positive impact on the student's learning environment and/or learning. The university school psychology supervisor also reviews these portfolios mid-year to assess candidate progress in each domain.

Student Portfolios

VU Internship Training in School Psychology Internship Handbook, 2006-2007 (p. 27)

A summary of 2005 and 2006 average portfolio scores for each Indiana and NASP standard is annually produced by the school psychology coordinator. Within the past two years, 100% of students have scored a 2 (Satisfactory) or 3 (Exemplary Progress) on the artifacts submitted, with a 100% pass rate.

School Psychology Data Tables 9 and 10

2.3 Standard 1: M.Ed. (Teaching and Learning)

Element 1: Content Knowledge

The Masters of Teaching and Learning is aligned to the National Board for Professional Teaching Standards (NBPTS). Individual course syllabi reflect this alignment. Students enrolled in the program must first have a 3.0 undergraduate grade point average indicating a level of performance appropriate for graduate study and evidence of communication and critical thinking skills needed by teachers.

*Documentation
Course syllabi*

Enrollment data

As part of the Checkpoint 2 assessment, students submit a portfolio based on the NBPTS standard that includes evaluation of content knowledge through artifacts from graduate coursework, assignments, and in-class presentations.

Scoring rubrics for Checkpoint 2

Element 2: Pedagogical Content Knowledge

Pedagogical content knowledge is assessed through the Checkpoint 2 portfolio. In addressing NBPTS Propositions 2 and 4 candidates need to gather and reflect upon evidence about the effectiveness of their instruction (including pedagogical content knowledge) on their own students' learning. Their artifacts must address components such as designing coherent instruction, demonstrating knowledge of content area pedagogy, using questioning and discussion techniques, engaging students in learning, and lesson adjustment. The Observation Record, also part of the portfolio, collects evidence of pedagogical content knowledge with the assistance of their principal or other colleague.

Scoring rubrics for Checkpoint 2

Element 3: Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Data on the professional and pedagogical knowledge and skills for M.Ed. (Teaching and Learning) is collected in Checkpoint 2 and evaluated through the portfolio assessment. The artifacts for this portfolio must be related to all four NBPTS Domains which cover both professional and pedagogical knowledge and skills. In addition, the research project required on their own teaching in Checkpoint 3 also demonstrates professional and pedagogical knowledge and skills.

M.Ed. (Teaching and Learning) Program Flowchart, Checkpoint 2 Rubrics

Element 4: Dispositions

Dispositions are assessed at the first two checkpoints of the M.Ed. (Teaching and Learning) program. This occurs first through the evaluation of the two letters of recommendation required for application to the program (Checkpoint 1). At Checkpoint 2, portfolio reviewers use the APP Form to assess dispositions as part of the mid-program evaluation of each student.

Checkpoint 1 candidate recommendations

Checkpoint 2 APP forms

Element 5: Student Learning

The Teaching and Learning degree has ample opportunities for teachers to submit and reflect upon student work, particularly drawing from the candidates' own students' work. Artifacts showing student work are required in Checkpoint 2 and 3.

Checkpoint 2 and Checkpoint 3 rubrics

2.4 Standard 1 Areas for Improvement

Documentation

Some programs lack evidence of alignment with state content and developmental standards. (Initial and Advanced Programs)

The education faculty implemented the following actions to address this area for improvement from the 2004 BOE Report:

Program charts for content and developmental standards

1. audit of current syllabi and alignment matrices for initial and advanced programs
2. a chart of alignment documents for all programs with state content and developmental standards
3. notebooks of state, national, and VU standards prepared for all education faculty and members of the VU Teacher Education Committee
4. identification of the documents which need to be developed
5. common, departmental format prepared for standards alignment charts
6. sample formats prepared for publication of standards addressed in each course syllabus
7. TEC agendas included explanations and instruction on how to map the courses

Standards notebooks

Formats for including standards in course syllabi

TEC Agendas and Handouts

8. each CAS department represented on the TEC was assigned a cognate liaison from the education faculty who provided individual explanation and assistance to TEC members completing the standards mapping for their subject area
9. all Education and TEC content area maps were consolidated onto maps for each program by the Indiana Developmental Standards and the Indiana Content Standards
10. used analysis of School Psychology curriculum comparison to NASP and Indiana standards along with NASP submission feedback to make significant revisions in the school psychology curriculum

All programs are now aligned with state content and developmental standards with that alignment recorded in the standards matrix for each program. Each syllabus also contains the standards addressed in the course.

Candidate pedagogical and professional knowledge and skills are not assessed consistently. (Advanced Programs)

School Psychology Assessment of Professional Knowledge and Skills

The School Psychology program has continued to refine its assessment of candidate professional knowledge and skills even after the 2004 BOE Report validated “ongoing assessment of candidates’ skills at performing the multiple roles of a school psychologist is an integral component of the program”.

Actions taken to improve the assessment of candidate professional knowledge and skills include:

1. All students are required to pass a comprehensive school psychological examination (e.g., ETS Praxis II). At the time of the 2004 NCATE visit, students were only asked to take the examination, not to pass it.
2. Analysis of data trends showing 100% pass at NASP cut-off level
3. Sharing of data on Praxis results with ED faculty
4. Field-training evaluation forms (practicum and internship) now measure standards as written by NASP and as adopted by the state of Indiana. Items on the form differentiate “knowledge” of a particular area and “skill” within that area.
5. Program changes for 2007-2008 better align curriculum to field training experiences and provide necessary assessment of professional knowledge and skills in coursework prior to working within school settings. Course syllabi (e.g., SPSY 680, SPSY 671, SPSY 674, SPSY 693) include the scoring rubrics used to assess professional knowledge and skills.

Cognate Liaison List

Standards matrices & syllabi:

- *Elementary*
- *Middle Level*
- *Secondary*
- *M.Ed.*
- *School Psychology*

School Psychology Handbook

NASP Report Course Syllabi

M.Ed. (Teaching and Learning) Assessment of Pedagogical Knowledge and Skills

Actions taken to improve the assessment of candidate pedagogical knowledge and skills include:

1. alignment of curriculum to NBPTS standards
2. creation of a checkpoint system where both coursework and field experience emphasize pedagogical expertise
3. research classes focus on existing classroom settings

Dispositions are not consistently measured within or across programs. *(Advanced Programs)*

School Psychology

Actions taken to improve the measurement of dispositions in the School Psychology program include:

1. The school psychology program is now using the NASP professional work characteristics as the dispositions that are measured on the revised school psychology practicum and internship evaluation forms.
2. Evaluation forms are now consistent with language used in the NASP domains of training and field experiences adopted by the state of Indiana for licensing guidelines.
3. Following weekly meetings with internal stakeholders and discussions with external stakeholders, the school psychology program has been redesigned to better align curriculum and field training experiences to NASP standards, and to tighten its existing UAS system.
4. The VU Graduate Council approved proposed curriculum changes for the 2007-2008 academic year. Graduate catalog copy is scheduled to be reviewed by committee in February 2007.
5. Major changes to measurement of dispositions will include collection of disposition data in the Spring/Summer of Years 1 and 2 by a minimum of three university faculty members.

Evaluation Forms

*Curriculum
Change Proposal*

*School Psychology
Handbook
Graduate Catalog
2007-2008*

M.Ed. (Teaching and Learning)

Actions taken to improve the measurement of dispositions in the M.Ed. Teaching and Learning program include:

1. review of recommendations and candidate essay for disposition traits
2. alignment with National Board Standards
3. evaluation of the disposition elements from NBPTS as part of Checkpoint 2
4. Peer or supervisor observation and feedback included in the classroom observation form to assess dispositions as evidenced in the classroom setting with students

*Classroom
Observation Form*

Candidates’ pedagogical content knowledge is not consistently measured in programs for the continuing preparation of teachers.
(M.Ed. Teaching and Learning)

Actions taken to improve the measurement of pedagogical content knowledge in the M.Ed. Teaching and Learning program include:

1. content knowledge is measured through grade point requirements
2. artifacts generated as part of Checkpoint 2
3. summative research project to address candidates’ content knowledge
4. observation of pedagogical content knowledge in classroom observation component of Checkpoint

Standard 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

3.1 Introduction to Standard 2 for Initial and Advanced Programs

This section of the Institutional Report explains features of Standard 2 that apply to both Initial and Advanced Programs by providing a chart of each program’s decision points. Following this introduction, additional information will be provided for each element that is unique to the programs of the unit. As noted in 2.1, the report addresses the School Psychology program separately to differentiate it from the other advanced program, the M.Ed. (Teaching and Learning) which is essentially dormant. Additional documentation for each program will be provided to the BOE Team at the Focused Visit.

By building on the strengths noted in the 2004 BOE Report, the unit has been able to further strengthen its assessment system in the past two years. Those original strengths relate to the three elements of Standard 2 and included such remarks as:

“The unit has developed a process for the systematic collection of data” (p. 27)

“The unit has utilized several methods to ensure the consistency of the assessment process” (p. 32)

“There was evidence of a systematic collection of data relative to courses, field experiences, student teaching and unit operations at the initial level” (p. 40)

“In addition to the regular review of individual candidates’ data, the unit routinely reviews additional assessment data relative to the qualities and/or services of the program and makes changes to courses, programs, and/or administrative processes based on its analysis of the data” (p. 27).

Element 1: Assessment System (*Initial and Advanced*)

The VU Department of Education tracks candidate learning through ongoing assessment and collects data on the quality of its programs and unit operations to make data-based decisions and continually improve programs and services to students and stakeholders.

Documentation
UAS Flowcharts
UAS Program
Review Graphic

The unit’s assessment system builds on the VU Conceptual Framework by incorporating INTASC Principles that are aligned to the Indiana Developmental and Content Standards. The system was originally developed with the involvement of numerous stakeholders who continue to be involved with its data review and program recommendations phases. By collecting and analyzing data on candidates and graduate performance as well as unit operations, the unit annually evaluates and improves its programs.

Each program’s assessment system is organized around a series of checkpoints that comprehensively evaluate candidate performance using internal and external measures. Multiple assessments are conducted at key transition points (Checkpoints) in all programs to evaluate individual candidate performance and determine candidate readiness to transition to the next phase of the program.

Conceptual Framework
2004 Institutional Review
History of Changes Document
Checkpoint Requirements Charts
Graduate Catalog School Psychology Handbook

VU Department of Education Assessment System: Decision Points

Program	Checkpoint #		Timing
Undergraduate Elementary, Middle, and Secondary Education	1	Admission to Teacher Education	After taking intro ED courses
	2	Admission to the Professional Semester	Prior to student teaching
	3	Professional Semester	End of student teaching semester
	PG	Graduate and Principal Follow-up	One year after graduation
School Psychology	1	Graduate Admission to School Psychology Program	Application to VU
	2	Pre-Practicum Review	Prior to practicum
	3	Post-Practicum & Pre-Internship Review	Prior to internship year
	4	Internship Year/Pre-Licensing Review	End of internship year
	PG	One-Year Post-Graduation Follow-Up	One year after graduation
M.Ed. (Initial Licensure)	1	Graduate Admission to M.Ed. program	Application to VU
	2	Mid-program review/Admission to Internship Semester	Prior to internship year
	3	Recommendation for Licensure	End of internship year
	PG	Entry to the Profession	One year after graduation
M.Ed. (Teaching and Learning)	1	Graduate Admission to M.Ed. program	Application to VU
	2	Completion of Research Components	After completing first portion of program
	3	Final Project	After completion of final project and course requirements
	4	Post-graduate Survey	One year post graduation

Element 2: Data Collection, Analysis, and Evaluation (Initial and Advanced)

Data are collected and maintained on a regular basis. After each

Documentation
Program Level

semester, data are entered into the DataTel system for: portfolio scores (for each criterion and overall scores) for all Checkpoints, Praxis scores received, and student teaching evaluations. Other data used by the department are automatically part of the electronic database through the university's registrar's office, including, for example, GPAs, course completion, and pre-requisites. Responsibility for ensuring data are collected and entered rests with the UAS Data Management Committee. Actual data entry is done by the department's administrative assistant.

Since the 2004 BOE Visit, the unit has taken on the ambitious task of consolidating its databases which formerly existed under the university's DataTel system, the department's LiveText, and Excel and Word documents. After studying the capabilities of the university's system, the department's Technology Committee decided to recommend consolidation of all data collection under the DataTel system, allowing for easier and more sophisticated data analysis. With the help of the VU Director of Institutional Research, Information Technology staff, administrative assistants in the Education Department, and the University registrar, all data are now centralized under the university's DataTel system. This has enabled the UAS Data Management Committee to provide the faculty with results of tests of inter-rater consistency and correlational analysis for two years, thus serving as an aid in strengthening fairness, accuracy, and consistency.

Appeals from candidates about decisions of the Admission and Retention Committees (one dealing with undergraduate candidates and the other with graduate candidates) regarding their progression through the program are routed first to the committee, with the department chair and CAS dean as next steps in the appeal process, if necessary. The due process for student complaints is outlined in the Student Guide to University Life.

Element 3: Use of Data for Program Improvement (*Initial and Advanced*)

Data from the Checkpoints, along with other data collected through the registrar's office and the education placement office, are aggregated each semester to provide program level data that are reviewed annually by education faculty and unit stakeholders. The unit embeds assessments and reviews data throughout all preparation programs to make both formative and summative evaluations and improve the quality of its programs. The system of data collection and analysis for program improvement is depicted in the figure below.

Review Timeline

Data Packet, Spring 2006

DataTel Database

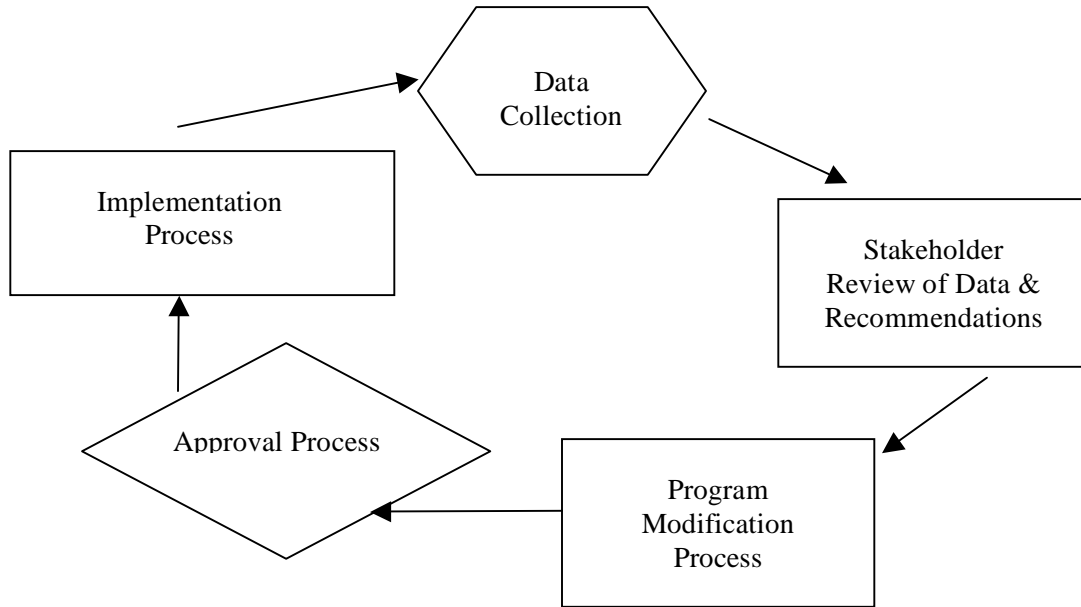
Inter-rater Reliability and Correlation Reports

VU Student Guide to University Life

Admission Committee Minutes

Documentation

Valparaiso University Department of Education Program Improvement Process



Numerous improvements have been made of the unit’s programs and services on the basis of data collected through the assessment system both prior to and since the 2004 Institutional Review. These changes are recorded in the History of Data-based Changes document presented to the 2004 BOE team and added to since then.

Unit operations are evaluated annually through a survey administered by the Placement Office to candidates at the end of their student teaching experience. Questions relate to student services in the department such as advising before and during their time in education, placement, certification advice, candidate knowledge and understanding of the INTASC standards. Changes that have occurred as a result of the review of this data since 2004 include the creation of handbooks for all three checkpoints of the undergraduate program, modification of student teaching assessment forms, and solicitation of candidate requests for student teaching placements.

3.2 Standard 2: Initial Teacher Preparation
Element 1: Assessment System

In addition to the information presented in 3.1, information specific to the initial programs’ assessment systems is included in this section of the report.

The Checkpoint Requirements for the Undergraduate Teacher Preparation Program are listed in the chart below. Checkpoint requirements of the M.Ed. (Initial Licensure) Program will be

History of Data-based Changes

Placement Office Annual Survey Results

Documentation
UAS Flowcharts:
Undergraduate M.Ed. (Initial) Checkpoint Requirements

Portfolio Rubrics
Student Teaching

available on-site for the BOE team. Programs use multiple indicators at multiple decision points to evaluate candidate performance. Rubrics that have been refined through the evaluation of the assessment system are used to evaluate portfolios and teaching performance.

Rubrics
M.Ed. (LEAPS)
Handbook
M.Ed. (General Track) Portfolio
Handbook

Checkpoint Requirements – Undergraduate Teacher Preparation Program

Checkpoint 1	Checkpoint 2	Checkpoint 3	Postgraduate Survey
2.0 Cum GPA			
2.0 in required intro courses	Passed Checkpoint 1	Passed Checkpoint 2	
2.5 in communication	2.5 Cum GPA	Maintenance of GPAs	Graduation from VU
Passing score on Praxis I	Completion of all required ED courses	Successful completion of student teaching	Graduate’s self-assessment of teaching
Advisor & ED 203 professor recommendation	ED advisor recommendation	University supervisor recommendation	Graduate’s assessment of VU program’s efficacy
Field experience teacher recommendation	Field experience teacher recommendation	Cooperating teacher recommendation	Principal’s assessment of graduate and VU programs’ efficacy
Portfolio	Portfolio	Summative Portfolio	Indiana Beginning Teacher Report
Criminal background check	Criminal background check	Criminal background check	

Data are also collected for assessment of candidates and initial programs by individual professors through multiple course assignments such as essays, topical papers, journals, lesson plans, and presentations. Initial level candidates also provide professors with feedback through professor and course evaluations each semester. These data result in course changes and improvements noted on individual faculty member’s annual Activity Reports. The Placement Office also provides the department with feedback on initial programs from candidates by compiling data from the end-of-student-teaching evaluation of the program’s student services such as advising and field supervision, and from the annual graduate follow-up surveys.

Course and professor evaluations
Placement Office Surveys and Data
Faculty Activity Reports
Annual graduate follow-up surveys

Element 2: Data Collection, Analysis, and Evaluation

Comprehensive data for initial programs are collected regularly for the initial programs following the timelines and processes described above in 3.1.

Documentation
UAS Flowcharts

Students in initial programs are introduced to these requirements in the ED 203 – Introduction to Teaching class and through the M.Ed.

Handbooks:
Checkpoint 1, 2, 3

Initial Licensure Handbook and meetings with advisors. Undergraduate candidates review these requirements in upper level classes and in the Professional Seminars provided each semester by the Director of Placement to assist them prepare for Checkpoints 1 and 2, each of which has a Handbook for candidates. Checkpoint 3 requirements and development are supported in ED 485 – Senior Seminar and the Summative Portfolio class for the M.Ed. Initial Licensure program.

M.Ed.
ED 203 Syllabus
ED 485 Syllabus

Element 3: Use of Data for Program Improvement

The department uses the data collected on a regular basis to evaluate and improve initial programs. Some of the changes that have occurred in the initial programs since the 2004 BOE Visit include: revision and resequencing of the literacy courses, adding a third credit to the methods courses to include more work on assessment earlier in the program, and using outside field supervisors for classroom performance evaluation in the M.Ed. (Initial Licensure) program.

Documentation
History of Change Document

3.3 Standard 2: School Psychology

Element 1: Assessment System

The unit’s assessment system of five checkpoints for the School Psychology preparation program is graphically explained in the School Psychology Assessment System Flowchart. The continuum of assessment begins prior to admission and formally concludes one-year post-graduation. As this program is organized in cohort groups, the unit is able to track cohort progress through the program and compare cohorts to each other at each stage in the assessment system.

Documentation
UAS Flowchart: School Psychology

To ensure that data are being used productively to enhance student and program quality, periodic reviews of the collected assessment information is mandatory. Checkpoints at which reviews occur include: 1) Graduate Admission into School Psychology Program; 2) Pre-Practicum Review (SPSY 681); 3) Post-Practicum (SPSY 681) & Pre-Internship Review; 4) Completion of Internship Year/Pre-Licensing Review; and finally, 5) One-Year Post-Graduation Follow-Up. Data collected at each checkpoint is listed in the Checkpoint Requirements Chart.

VU Graduate Catalog
VU School Psychology Handbook
Checkpoint Requirements Chart

Checkpoint Requirements – School Psychology Preparation Program

Checkpoint 1	Checkpoint 2	Checkpoint 3	Checkpoint 4	Checkpoint 5
3.0 UG GPA	Reflective essays	Completion of SPSY 681 requirements	Completion of internship requirements	Self-assessment
Recommendations	Interview with Program Coordinator	Supervisor evaluations	Supervisor evaluations	Supervisor assessment
Professional Goals Statement		Dispositions review	Portfolio	Program assessment
Prerequisites			Professional exam	
Essay				

Ongoing systematic and valid assessment of students’ skills at articulating and performing the multiple roles of a school psychologist is an integral component of the program that helps guide decisions relative to ongoing program improvement. As can be reviewed in the School Psychology Handbook and the Graduate Catalog, data are collected from multiple methods, sources and settings to assess program outcomes and need for change.

VU Graduate Catalog

VU School Psychology Handbook

Element 2: Data Collection, Analysis, and Evaluation

As noted in the 2004 BOE Report, “Ongoing, systematic, and valid assessment of candidates’ skills at articulating and performing the multiple roles of a school psychologist is an integral component of the School Psychology program” p. 17).

2004 BOE Report

Data are collected and monitored at five points in the School Psychology program’s Unit Assessment System at the individual and cohort levels. The meeting held privately with each school psychology candidate prior to the internship year includes discussion of data collected on candidates’ knowledge, skills, and dispositions. Areas needing improvement are addressed with the candidates and suggestions for how to improve are offered.

School Psychology Handbook

Data evaluation occurs in regular meetings of school psychology and special education faculty in meetings begun after receiving the NASP Report. These data analyses and evaluations have led to significant changes in the school psychology program. Data are also shared with education faculty and PEP.

School Psychology Curriculum Revisions

Element 3: Use of Data for Program Improvement

The School Psychology program uses data to drive decisions for program improvement in line with NASP Standard 4.1: *Systematic, valid procedures are used to evaluate and improve the quality of the program. Different sources of process and performance*

Documentation School Psychology Handbook

NASP Standards

information (e.g., instructional evaluation, performance portfolios, field supervisor evaluations, candidate/graduate performance on licensing/certification examinations, alumni follow-ups) are used, as appropriate, to evaluate and improve components of the program.

In addition to providing systematic, direct, and measurable feedback to students throughout the assessment system, data have been shared with faculty, administration, and other stakeholders so that programmatic and strategic planning may occur within a research-driven context.

The Valparaiso University School Psychology Program also gathered feedback and data for program evaluation by submitting a portfolio to NASP in Spring 2006. The feedback provided by NASP has enabled the School Psychology coordinator, working with the department chair, to convene a series of meetings with stakeholders from the psychology department, special education, and the graduate program. The coordinator also gathered comparison data from other school psychology programs.

The result of these consultations has been a reworking of courses that were approved by the Valparaiso University Graduate Council on December 12, 2006. These changes, based strongly on NASP recommendations and the faculty's review of the program's performance-based data, will increase the school psychology program's recognition as a distinct specialty and will more closely align courses to field training experiences and programmatic goals.

Data on individual candidates are aggregated and shared with stakeholders annually to reflect on program improvements. Data are also collected each semester on candidates' views of departmental operations and used to improve services such as placement and advising.

Over the past 12 months, the school psychology coordinator has held a series of meetings with stakeholders in and outside the university to discuss plans for an optional certification in Spanish language to be added to the program. This addresses the data from this region and country showing increases in needs for school psychology services for Spanish speaking families.

As can be reviewed in the School Psychology Handbook and the Graduate Catalog, data are collected from multiple methods, sources and settings to assess program outcomes and need for change.

*TEC, ED faculty,
and PEP Minutes*

NASP Submission

NASP Feedback

*Program Revision
Proposals*

*Graduate Council
Minutes*

*New Program
Outline*

PEP Minutes

Meeting notes

*School Psychology
Handbook
Checkpoints data*

To ensure that data are being used productively to enhance student and program quality, periodic reviews of the collected assessment information is mandatory. Checkpoints at which reviews occur include: 1) Graduate Admission into School Psychology Program; 2) Pre-Practicum Review (SPSY 681); 3) Post-Practicum (SPSY 681) & Pre-Internship Review; 4) Completion of Internship Year/Pre-Licensing Review; and finally, 5) One-Year Post-Graduation Follow-Up.

3.4 Standard 2: M.Ed. (Teaching and Learning)

The department’s Conceptual Framework and the National Board for Professional Teaching Standards are the basis upon which students in the M.Ed. (Teaching and Learning) base artifacts for the Checkpoint #2 portfolio. These standards examine how well 1) teachers are committed to students and learning, 2) teachers know the subjects they teach and how to teach those subjects to students, 3) teachers are responsible for managing and monitoring student learning, 4) teachers think systematically about their practice and learn from experience, and 5) teachers are members of learning communities.

The portfolio requires a table of contents, a matrix aligning the artifacts with the NBPTS standards, and narratives describing how each of the artifacts supports the standards. The scoring rubric is based on the five NBPTS standards and the main concept of the department’s conceptual framework of teachers as reflective practitioners.

At Checkpoint 3, the candidate submits a research project as part of the final checkpoint of the program. This project can be qualitative or quantitative in nature and must demonstrate professional expertise developed during the M.Ed. (Teaching and Learning) program. The research project is done in conjunction with a faculty member who oversees the direction, writing, and submission of the project. This project will have an introduction explaining the department’s conceptual framework and how this particular project reflects what it means to be a reflective practitioner. As stated earlier in this report, as an essentially dormant program with only two long-term candidates who only occasionally take classes, the assessment system is in place with relatively sparse data currently available.

Element 1: Assessment System

The unit’s assessment system of four checkpoints for the M.Ed. (Teaching and Learning Concentration) preparation program is graphically explained through the M.Ed. (Teaching and Learning)

*Pre-Practicum
Reflective Essay*

*School Psychology
Portfolio*

NBPTS Standards

Portfolio Rubrics

*Documentation
UAS Flowchart:
M.Ed. (Teaching
and Learning)*

Flowchart. The continuum of assessment begins prior to admission and formally concludes one-year post-graduation as outlined in the chart below. The program uses multiple indicators at multiple decision points to evaluate candidate performance. Rubrics are used to evaluate portfolios and teaching performance.

Checkpoint Requirements – M.Ed. (Teaching and Learning) Program

Checkpoint 1	Checkpoint 2	Checkpoint 3	Checkpoint 4
3.0 Undergraduate GPA	3.0 Program GPA	3.0 Program GPA	Graduate Self-assessment
2 Recommendations	Dispositions Check	Completion of coursework	
Essay	Completion of research courses	Research project	
	Checkpoint 2 Portfolio		

Element 2: Data Collection, Analysis, and Evaluation

Comprehensive data for the M.Ed. (Teaching and Learning) program are collected regularly following the timelines and processes described above in 3.1.

Data are also collected for candidates and the M.Ed. (Teaching and Learning) program by individual professors through multiple course assignments such as essays, topical papers, journals, lesson plans, and presentations. Initial level candidates also provide professors with feedback through professor and course evaluations each semester.

Element 3: Use of Data for Program Improvement

This program has been essentially dormant and the two remaining students in the program have not yet progressed to Checkpoint 2. Therefore no data have been gathered on which to base program changes.

*UAS Flowchart:
M.Ed. (Teaching and Learning)*

*Course evaluations
Professor evaluations*

M.Ed. Student Enrollment Information

3.5 Standard 2 Areas for Improvement

The unit has not regularly and comprehensively gathered, compiled, and analyzed assessment data for all programs (*Initial and Advanced Preparation*).

Initial Programs

Actions taken to improve the gathering and analysis of data in the initial programs include:

1. A decision to consolidate all databases under the university’s DataTel system and make use of its statistical capabilities
2. Establishment of a Data Management Committee to refine the

Documentation

*DataTel
ED Faculty
Handbook*

system of data collection, streamline, and manage the data collection and analysis process

3. Providing load credit for one faculty member to lead the Data Management Committee
3. Partnering with the Director of Institutional Research to prepare the DataTel system for correlational studies
4. Consolidating the former database with LiveText with the University's DataTel
5. A study of interrater consistency of portfolio evaluation in the three Checkpoints in the undergraduate program
6. clarification of the checkpoint system for the M.Ed. (Teaching and Learning) program
7. Annual reports to the Valparaiso University Assessment Committee

Faculty Service Reports
Inter-rater Reliability Study

M.Ed. (Teaching and Learning) Flowchart
VU Assessment Committee Report

School Psychology

Actions taken to improve the gathering and analysis of data in the School Psychology program include:

1. addition of two more years of data (since the 2004 NCATE visit) to an already existing and functional UAS system.
2. use of revised field-training evaluation forms for both school psychology practicum and internship that more clearly reflect NASP standards for professional knowledge, skills, and dispositions.
3. continued course development so scoring rubrics are more closely aligned with standards and program goals

School Psychology Tables
School Psychology Evaluation Forms

School Psychology Scoring Rubrics

M.Ed. (Teaching and Learning)

Actions taken to improve the gathering and analysis of data in the M.Ed. (Teaching and Learning) program include:

1. decision to place future data in Datatel
2. creation and implementation of checkpoints
3. creation of scoring rubrics for portfolios

Checkpoint Flowchart

Scoring Rubrics

The unit has not implemented procedures to ensure fairness, accuracy, and consistency of data (*Initial and Advanced*).

Initial Programs

Actions taken to improve the fairness and accuracy of data in the initial programs include:

1. a review of rubrics across checkpoints and programs to ensure consistency of terminology, number of levels of quality, and expected performance levels
2. the creation of a handbook for the summative portfolio used in Checkpoint #3, for use by all students in the ED 485 – Senior Seminar course, including requirements, rubrics, exemplars, and ideas; and a handbook for the M.Ed. (Initial Licensure) program.

Checkpoint Rubrics

Handbooks for Checkpoints 1 & 2

Reports from VU Director of Institutional

3. re-measuring the inter-rater consistency among portfolio raters for the checkpoint portfolios and making appropriate changes after initial inter-rater reliability study
4. moved criterion for writing quality in Checkpoint 1 and 2 rubrics to a separate category in response to data analysis with ED faculty
5. professors lead portfolio training sessions with M.Ed. (LEAPS) candidates

*Research
M.Ed. Handbook
Faculty Meeting
Minutes re:
Diversity &
Technology
Standards*

School Psychology

Actions taken to improve the fairness and accuracy of data in the School Psychology program include:

1. Although primarily a full-time program in 2004, the program has admitted only full-time status students over the past two years who must follow a typical course sequence. This ensures that measurement is occurring at consistent and sequential times and that data are a valid reflection of professional knowledge and skills that are related to program training and field experiences.
2. Checks continue to be made of agreement between two raters of the school psychology portfolios (Checkpoint 4). Percent of agreement among raters continues to be at 100% for pass/fail decisions. As in place at the time of the 2004 visit, if disagreement should occur between two raters, a third person would serve as a tie-breaker.
3. To improve accuracy *and* fairness, the revised 2007-2008 program will require a committee of three school psychology faculty members to review data at each checkpoint, as opposed to the coordinator having primary responsibility for collection and review of data. Although students have not complained of concerns about fairness, it was believed that this could prevent possible problems in the future, especially as dispositions are more frequently being measured across settings (university courses and field training experiences) with the revised program.
4. With revision of the field training experiences for 2007-2008, assessment will occur over five years in the Spring/Summer, making possible: 1) comprehensive review prior to a student's graduation with the M.Ed., 2) a check to ensure students are prepared to initiate the Ed.S. sequence which includes intense practicum requirements and 3) a review prior to initiation of the internship year.
5. Assessment tools are much more closely aligned to measurement of NASP professional knowledge, skills, and dispositions to ensure that all candidates are measured on the same characteristics. For example, a culminating examination required of all candidates contains questions that address all 11 NASP domains must be passed at the end of Year 1, prior to receiving the M.Ed. degree.

Graduate Catalog

*School Psychology
Assessment System*

*School Psychology
Assessment System*

*School Psychology
Handbook*

M.Ed. (Teaching and Learning)

Actions taken to improve the fairness and accuracy of data in the M.Ed. (Teaching and Learning) program include:

1. development of scoring rubrics based on NBPTS Standards for checkpoints
2. development of a checkpoint system to apply to all students in this program

*Checkpoint
Rubrics
Checkpoint System*

Assessment data have not been shared with stakeholders within each program (Initial and Advanced).

Initial Programs

Actions taken to improve the sharing of data in the initial programs include:

1. Data has been shared with ED faculty.
2. Data has been shared with TEC members.
3. Data has been shared with PEP members.
4. Data has been shared with the graduate dean.

Documentation

*Faculty meeting
minutes
TEC minutes
PEP Minutes*

School Psychology (Other School Personnel)

Actions taken to share data with stakeholders in the School Psychology program include:

1. Compiled NASP submission data were shared with administrators verbally and in the form of bound copies of the four volumes of program information (Spring, 2006).
2. School psychology data were shared at the annual PEP meeting held in April, 2006, which included Education faculty.
3. Weekly meetings in the Fall, 2006, were spent reviewing multiple pieces of information relative to the school psychology program. Participants at various times included the Education department chairperson, special education faculty, coordinator of the graduate psychology programs, and coordinator of the school psychology program. Data were reviewed and discussed prior to determining that a revised program would be proposed for 2007-2008, included: 1) greater than 5 years of data for each checkpoint of the UAS system, 2) student feedback through course evaluations and scheduled checkpoint meetings with the coordinator, 3) a comparative study of other NASP-approved programs and how VU's program aligned with standards relative to approved programs, 4) practicum and internship field-training supervisor input (obtained at scheduled visits at the schools and responses to evaluation forms), 5) a study that was completed by the school psychology coordinator determining the needs of schools in Indiana relative to school psychology practice, and finally, 6) the NASP review report.

*School Psychology
Tables*

PEP Minutes

*School Psychology
Program Revisions*

*Comparative Study
of School
Psychology
Programs*

*Study of the Needs
for School
Psychologists in K-
12 Schools of
Northwest Indiana*

M.Ed. (Teaching and Learning)

Actions taken to share data with stakeholders data in the M.Ed. (Teaching and Learning) program include:

1. decision to create a graduate advisory committee, made up of area educators, to assist in reshaping the M.Ed. (Teaching and Learning) to better meet area teachers' needs and increase enrollment in this program

It is important to note that due to the fact there are only two students marginally active in this degree program, and the need to maintain confidentiality about their records and identities, data from this program have not been released in a broader, more public arena but instead reviewed by the unit's Data Management Committee. This committee decided that once the program has been revised and enrollment numbers increased to the point at which individuals' privacy rights can be assured, then data can be shared with more stakeholders.

*List of Students in
M.Ed. (Teaching
and Learning)
Program*

Addendum

Indiana's Transition to Teaching Program

The VU Department of Education offers a Transition to Teaching program in line with Indiana state law. There are no students enrolled in this program at VU.

The Website of the Indiana Department of Education (Division of Professional Standards) contains the following information about Transition to Teaching programs:

- Each accredited teacher education institution (in Indiana) is required (by law) to offer Transition to Teaching. The program may be offered in collaboration with other institutions.
- Transition to Teaching is based on the premise that the candidate already has the content knowledge in the licensing area. Based on an assessment of content knowledge and skills, additional course work may be a prerequisite for admission to the program.
- The 18 hours for secondary and 24 hours for elementary programs are education course work. No education courses may be required as prerequisites for admission to the program.

Documentation:

<http://www.doe.state.in.us/dps/teacherprep/transitiontoteaching/welcome.html>