

KENTUCKY EDUCATOR PREPARATION REVIEW SYSTEM (KEPRS)

EPP: University of Kentucky

Program Design Section: (Response Questions Input)

Program Category:

Unit Program:

KEPRS RESPONSE QUESTIONS: School Psychology

1. Clinical Experiences

Describe all clinical partnerships with P-12 schools that are currently active. How do clinical partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation?

The school psychology program at the University of Kentucky has strong partnerships with local school districts for practicum and internship-based field experiences. Dr. Alicia Fedewa and Dr. Rachel Hammond coordinate the practicum field experiences and have established relationships in Fayette County, Anderson County, Scott County, Clark County, Jessamine County and Bourbon County. In order to maintain strong working relationships with field supervisors, Dr. Rachel Hammond, practicum coordinator, makes site visits twice a year to receive feedback on student performance in the schools as well as ways to enhance the experience for both the supervisor and the practicum student. Last, at the end of each year, the SPY faculty hold a Supervisor Luncheon. This luncheon is hosted by the University of Kentucky at a local restaurant as a means of gratitude for the time and effort that supervisors provide for our field based experiences.

Identify any variations between the different pathways for the program.

None

2. Program Experiences

Program Innovations: (Optional) These innovations may span over the most recent three years and should include all variations within this program category.

Program Curriculum: Each EPP must inform a potential candidate about the program's content, performance expectations and assessment processes. How does the EPP communicate the following with every student: required coursework and electives, certification and/or degree and RANK result, admission requirements, exit requirements, Praxis II test disclaimer (If applicable). If the EPP offers multiple program degrees/routes for this category and certification, you must include each variation.

Admission criteria for each program code in this category: This must include admission criteria such as GPA and other admission assessments and requirements as identified within the applicable regulations (i.e., 16 KAR 5:020, 16 KAR 3:090, etc.). Reference the applicable program code(s) if the admission criteria vary across degree award level offerings.

Describe the Professional Learning Experiences for each instance in this program category.

Exit requirements for each instance in this program category: This must include exit criteria such as GPA, exit assessments, etc. Evidence of criteria must address all applicable regulations.

Exit requirements for each instance in this program category: This must include exit assessments. (i.e.,: KTIP assessment, portfolio/work sample, GPA, and if the program requires passing or taking the Praxis II for program completion, list it here.) Reference CAEP 3.5 and 3.6

3. Quality Assurance System

Quality Assurance System: Mechanisms (i.e., structures, policies, procedures, and resources) that an educator preparation provider (EPP) has established to promote, monitor, evaluate, and enhance operational effectiveness and the quality of the educator preparation provider's candidates, educators, curriculum, and other program requirements. The Quality Assurance System ensures continuous improvement by relying on a variety of measures, establishing performance benchmarks for those measures (with reference to external standards where possible), seeking the views of all relevant stakeholders, sharing evidence widely with both internal and external audiences, and using results to improve policies and practices in consultation with partners and stakeholders. The Quality Assurance System should contain the assessments, rubrics and analysis for the EPP wide assessments for the initial teacher programs and program assessments for the advanced programs. Define the EPP transition points and distinguish between the "Initial" and "Advanced" programs. Highlight any differences or exceptions at the program level (i.e. Occupation-based; Communication Disorders). Attach your full Quality Assurance System document using the "Attach Supporting Documents" module. Provide a summary of the EPP's Quality Assurance System and process for collecting and analyzing data for program improvement.

The School Psychology Program uses a continuous assessment plan designed to assess candidate proficiency and program effectiveness. Continuous assessment of candidates involves a developmental approach to educator preparation in which candidates are expected to progress toward mastery of standards as they practice and gain competence with increasingly complex professional tasks.

The School Psychology Program Faculty use candidate data to measure the progress of individual candidates throughout the program and then use aggregated candidate data in the process of determining the effectiveness of the program.

Finally, a wide range of basic data items, e.g., grade point averages (GPAs), admissions test

scores, PRAXIS-II scores, Master's Oral Examination scores, is reviewed by the School Psychology Program Faculty. These data constitute important information for program development and unit operations as well as reporting on student training for the program's approval body, the National Association of School Psychologists (NASP).

Integration of NASP Standards in the School Psychology Program

As noted, the School Psychology Program is recognized by the National Association of School Psychologists (NASP) which is an organization member of the National Council for Accreditation of Teacher Education. As such, the program and assessment is integrated with these standards (see "B. Alignment with NASP Standards" in the Program Continuous Assessment Folder for details regarding these guidelines and evidence of compliance).

4. Evidence and Analysis

Describe how the data from each assessment is used for the continuous improvement of this program.

School Psychologist - Provide a narrative about each of the assessment areas assigned to this program. The Advanced assessments have five (5) or more areas to be addressed.

1. Candidate Knowledge Skills and Professional Dispositions
2. Professional Capabilities
3. Data and Research Driven Decision Making
4. Integration of Technology in the Discipline
5. Clinical Practice

Discuss the data analysis and explain how the assessment data supports/validates a candidate's ability through the progressions of this program. Many EPPs study their assessments on a periodic basis and develop comprehensive reports and graphs; this report may be attached in the ATTACHMENT MODULE and may replace the narratives in this section.

5. Optional Items

Optional: Describe any distinguishing features that influence the EPP's preparation of educators: (e.g., land grant, regional institution, research requirements, student teaching abroad, professional development school, etc.)

Optional: Describe EPP-Initiated Innovations:

