

## **Section IV Assessment 7 – Faculty Evaluation and Candidate Evaluation at the Summative Assessment Point**

### **1-4. Narrative**

#### **1. Brief Description of Assessment**

At the Unit level, the Feinstein School of Education and Human Development (FSEHD) assesses candidate skills in the four Advanced Program Competencies: Knowledge, Practice, Diversity and Professionalism. A candidate self evaluation and a faculty evaluation are used to measure Diversity and Professionalism. This assessment is completed at the formative stage (end of 2<sup>nd</sup> year course work) and the summative stage (at the exit point of the program). At this point, three years of data have been collected. As more data are collected, trends will be examined, and data-based recommendations for program improvement will be offered.

#### **2. Alignment to NASP Standards**

Items #1-5 centered on the variable Diversity specifically align to the NASP domain 2.5 Student Diversity in Development and Learning

These items assess a candidate's reflection on the impact of biological, social and cultural differences on learning and development and a candidate's understanding of diverse cultures and communication and collaboration with those whose culture differs from their own culture.

Items # 6-12 centered on the variable Professionalism specifically align to the NASP domain 2.10 School Psychology Practice and Development

These items assess a candidate's ethical behavior, interpersonal skills and collaboration and how these reflect emerging professional identity as well as how a candidate manages his or her own professional development.

#### **3. Analysis of Data**

Descriptive statistics (means, standard deviation, standard error of the mean) were run on all variables. Responses to items 1 through 6 were averaged to form new variables representing Mean Self and Faculty Diversity ratings. Responses to items 6 through 12 were averaged to form new variables representing Mean Self and Faculty Professionalism ratings.

#### **2007-2008**

Faculty ratings for Diversity were 3.52 for Practicum students and 4.00 for Interns. Faculty ratings for Professionalism were 3.60 for Practicum students and 4.00 for Interns. Self-evaluation ratings for Diversity were 3.46 for Practicum students and 3.8 for Interns. Self-evaluation ratings for Professionalism were 3.64 for Practicum students and 3.94 for Interns.

## **2006-2007**

Faculty ratings for Diversity were 3.50 for Practicum students and 3.70 for Interns. Faculty ratings for Professionalism were 3.93 for Practicum students and 3.76 for Interns. Self-evaluation ratings for Diversity were 3.41 for Practicum students and 3.76 for Interns. Self-evaluation ratings for Professionalism were 3.61 for Practicum students and 3.85 for Interns.

## **2005-2006**

The Average self rating for Diversity was 3.58 and the Average self rating for Professionalism was 3.97. This suggests that the candidates assessed were adequately developing in this area and moving towards highly developing as rated by self evaluation and a school psychology faculty member. The Average self rating for Professionalism was 3.80 and the Average faculty rating for Professionalism was 3.97. This suggests that candidates assessed were adequately developing in this area and moving towards highly developing as rated by self evaluation and a school psychology faculty member. Mean scores were computed to explore the differences between faculty and self-ratings on these two variables. No significant differences between self ratings and faculty ratings were noted. It is cautioned that the small sample size in these analyses may have limited the power to detect statistically significant findings.

## **4. Interpretation**

This additional assessment provides another source of data to assess NASP domains 2.5 and 2.10. Ratings suggest fairly consistent interrater reliability of Practicum and Intern student competencies in the areas of Diversity and Professionalism. Ratings also suggest a positive progression of skill development as students from formative to summative stages in the program. These data also suggest adequately to highly developing competencies in these essential areas related to diversity and professionalism.

Self reflection is an important skill in our developing practitioners. These results suggest that candidate self reflection about their competencies in the areas of student diversity in development and learning as well as aspects of school psychology practice and development are similar to faculty perceptions.

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### 5ab. Assessment Tools and Scoring Guides



## FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT Candidate Exit Evaluation Form CONFIDENTIAL

Candidate \_\_\_\_\_ EMPLID \_\_\_\_\_ Telephone # \_\_\_\_\_

Check one: M.A. ( ) M.Ed. ( ) C.A.G.S. ( ) Program: \_\_\_\_\_

#### To the Faculty:

Please assess the extent that this candidate has developed the identified attribute/behavior since her/his admission into the advanced preparation program in your department. Rate the level of candidate development from 1 (minimally developing) to 4 (highly developing) for each item.

	Minimally developing	Inconsistently developing	Adequately developing	Highly developing	
1. Reflects on issues of student development from a biological or psychological perspective	1		2	3	4
2. Reflects on issues of student development from a social or cultural perspective	1		2	3	4
3. Frames learning within a cultural or individual differences model	1		2	3	4
4. Understands cultures of students and their families	1		2	3	4
5. Communicates well with families whose background differs from one's own	1		2	3	4
6. Engages families in collaborative decision-making	1		2	3	4
7. Behaves in an ethical manner	1		2	3	4

8.	Presents self professionally	1	2	3	4
9.	Exhibits effective interpersonal skills	1	2	3	4
10.	Practices collaborative problem-solving and reflection	1	2	3	4
11.	Communicates a professional vision and works with others toward shared goals	1	2	3	4
12.	Takes responsibility for one's own professional development	1	2	3	4

Signature of Evaluator \_\_\_\_\_ Date \_\_\_\_\_  
 Evaluator's EMPLID \_\_\_\_\_



**FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT**  
**Exit Self-Evaluation Form**  
**CONFIDENTIAL**

Name \_\_\_\_\_ EMPLID \_\_\_\_\_ Telephone # \_\_\_\_\_

Check one: M.A. ( ) M.Ed. ( ) C.A.G.S. ( ) Program: \_\_\_\_\_

**To the candidate:**

**Please assess the extent that you have developed the identified attribute/behavior since your admission into an advanced preparation program in Feinstein School of Education and Human Development. Rate yourself from 1 (minimally developing) to 4 (highly developing) for each item. Your self-rating will not affect your standing in the program. It will be used for program improvement purposes only.**

		Minimally developing	Inconsistently developing	Adequately developing	Highly developing
1.	Reflects on issues of student development from a biological or psychological perspective	1	2	3	4
2.	Reflects on issues of student development from a social or cultural perspective	1	2	3	4
3.	Frames learning within a cultural or individual differences model	1	2	3	4

4.	Understands cultures of students and their families	1	2	3	4
5.	Communicates well with families whose background differs from one's own	1	2	3	4
6.	Engages families in collaborative decision-making	1	2	3	4
7.	Behaves in an ethical manner	1	2	3	4
8.	Presents self professionally	1	2	3	4
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10.	Practices collaborative problem-solving and reflection	1	2	3	4
11.	Communicates a professional vision and works with others toward shared goals	1	2	3	4
12.	Takes responsibility for one's own professional development	1	2	3	4

Signature of candidate \_\_\_\_\_ Date \_\_\_\_\_