

SECTION IV—Assessment #6 – Impact on Student Learning

EFFECTS ON STUDENT LEARNING ENVIRONMENTS AND/OR LEARNING: Assessment that demonstrates that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidence by measurable positive impact on children, youth, families, and other consumers. (NASP Standard 4.3)

Description

- We are utilizing the NASP Case Study Evaluation Rubric for applicants pursuing the NCSP (from non-approved NASP programs). This rubric contains specific expectations for impact on student learning in Section 4 (Evaluation). We are examining total percent of mastery on this project and are then looking at scores on Section 4 to consider effects on student learning (see PSYC 602 Portfolio)
- We also summarize self-assessment, supervisor ratings, and portfolio ratings of items from the Washington State Professional Educator Standards Boards that directly ask about candidate positive impact on student learning and behavior (3.5, 4.5, and 5.7).

Description of how this assessment specifically aligns with each domain it is cited for in Section III

Requiring students to complete an academic and behavioral case study insures that this assessment aligns with:
Standard II: Candidates are required to make instructional decisions and recommendations based on data.
Standard III: Candidates work with consultees to develop a working relationship and adhere to a Behavioral Consultation (Conjoint if possible) Model but may bring in principles of other models. Some students may choose to follow a Direct Behavioral Consultation Model. **Standard IV: Elements 1 and 2** are addressed by the type of case study, Academic or Behavioral, respectively. Items on the Intervention Scale address the development and delivery of Research Based Practices. **Standard V Element 1:** Candidates are encouraged to consider first if the problem is an individual student problem or more of a class-wide or school-wide problem. By validating the problem in comparing to peer/building norms, candidates become aware of grade appropriate expectations and relevant Common Core Standards.
Standard V Element 2: For Behavioral Case studies, candidates often conduct Functional Behavioral Analyses and examine means to prevent future behavioral episodes. Many candidates establish responsive plans. However, this Assessment does not address competency in Crisis Response. **Standard VI:** By encouraging candidates to adhere to a Conjoint Behavioral Consultation Model, we can address issues of collaboration between home/school. This is not always possible. However, we encourage candidates to examine issues related to home and to incorporate systems of support outside of the school whenever possible. **Standard VII:** Particular items in the Assessment address considerations of Diversity, particularly item 2.3. **Standard VIII, Element 1:** Adhering to a single case design allows candidates to apply research skills. Items on the Evaluation Scale address this standard. **Standard VIII, Element 2:** The case study encourages candidates to take an expanded consultant role and provides an overall assessment of their functioning in an experimental (problem solving), rather than correlational, paradigm.

Analysis of the Data Findings

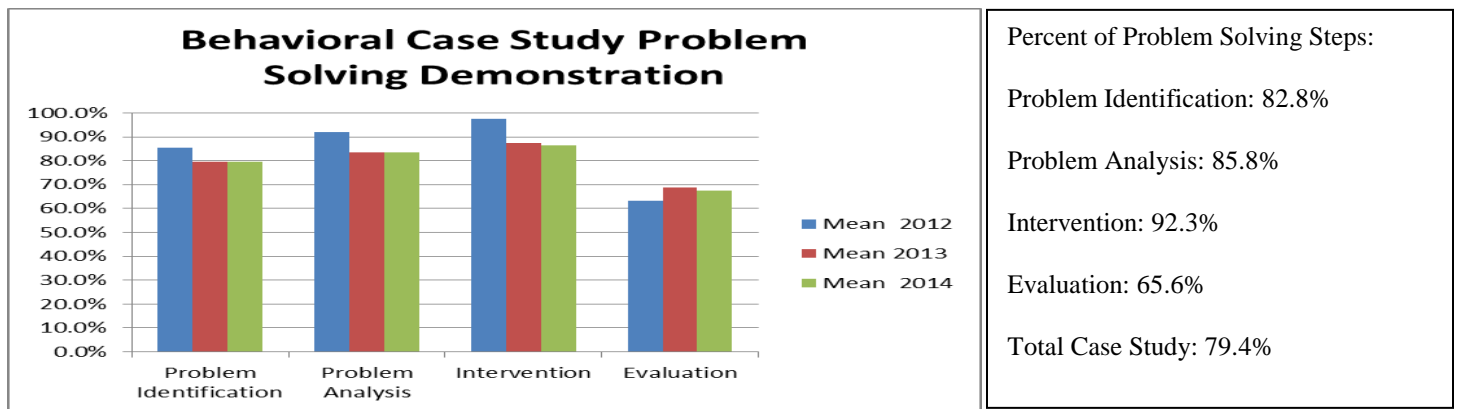
We have established the following criteria for students for each case study:

Case Study	Fail (0) Score <27/34 (Below 80% Mastery)	Low Pass (1) Score of 27-30/34 (80%-87% Mastery)	Pass (2) Score of 30-31/34 (88-94% Mastery)	High Pass (3) Score of 32+/34 (95%+ Mastery)
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Behavioral Case Study:

25.8% High Pass, 32.3% Pass, 41.9% Remediation Needed to Pass

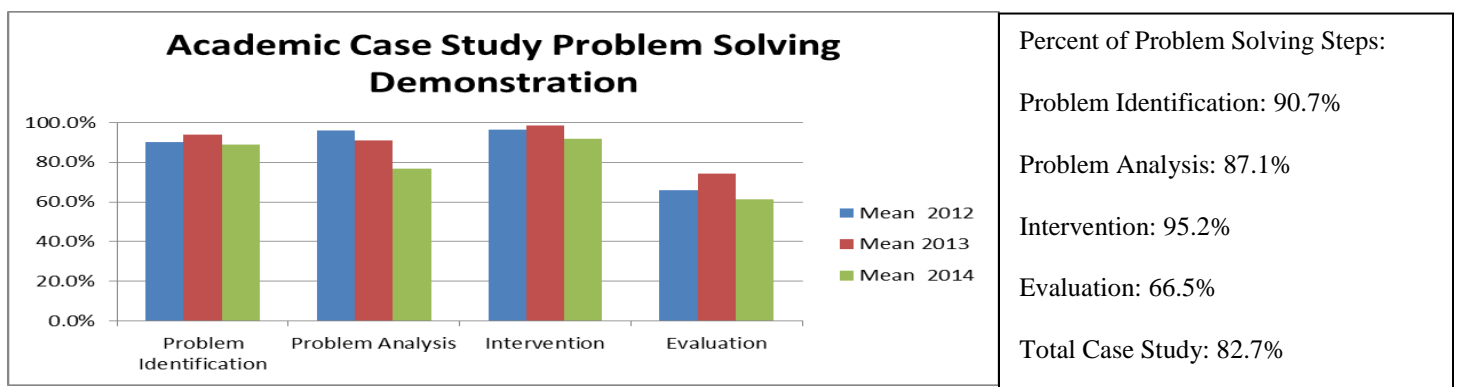
Behavioral Case Study, Continued:



- 38.7% Progress monitoring data are demonstrated to be effective when compared to data generated from multiple sources/settings
- 34.4% Progress monitoring data are demonstrated to be effective when compared to baseline data
- 25.8% Intervention is not demonstrated to be effective through data comparison
- 100.0% Data are used to inform further problem solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention)

Academic Case Study:

- 45.2% High Pass, 15.1% Pass, 38.7% Remediation Needed to Pass
- 38.7% Progress monitoring data are demonstrated to be effective when compared to data generated from multiple sources/settings
- 35.5% Progress monitoring data are demonstrated to be effective when compared to baseline data
- 25.8% Intervention is not demonstrated to be effective through data comparison
- 3.2% Response to intervention data are used to inform problem solving and decision making. Single case design was specified (e.g., changing criterion, parametric, component analysis, multiple baseline, alternating treatment)
- 96.8% Data are used to inform further problem solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention)
- 0.0% Data are not used to inform further problem solving and decision making

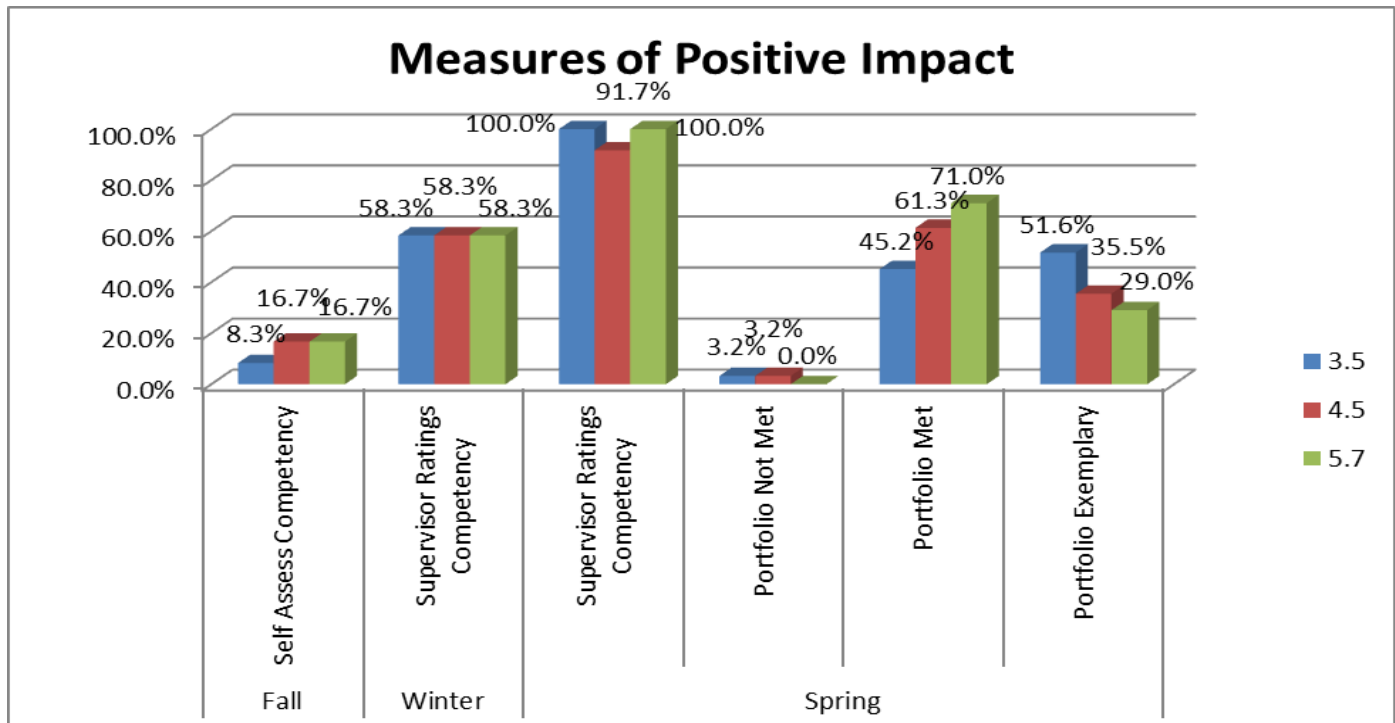


Intern Self Assessment (Fall), Supervisor Ratings (Winter & Spring), and Portfolio Ratings of Professional Educator Skill Criteria for:

Benchmark 3.5: Implement and evaluate services that contribute to measurable impact on academic achievement;

Benchmark 4.5: Implement and evaluate services that support socialization, cultural competence, learning, and mental health;

Benchmark 5.7: Plan and measure positive impact on student learning at universal, targeted, and intensive levels



*Intern ratings for 2014 Cohort Only (Rubric not available until late fall 2014); we went back and rated portfolios with new criteria.

While the Case Study Rubric clearly indicates some overall issues with completion of problem solving steps, we want to recognize that this often has to do with variables related to the consultee, the context of the situation, and the severity of student problems. Thus, we believe that the items on the intern evaluation and the portfolio ratings are extremely valuable as additional measures of candidate ability to demonstrate positive student impact. In Section V, we will provide a summary of ways we will respond to challenges, particularly in the Plan Evaluation component. We will be requiring that all students include some measures of impact, including, but not limited to: Percent of Non-Overlapping Data Points, Average Goal Attainment Scores, and Rate of Improvement.

Assessment Tool and Scoring Guide, Candidate Data

See below

Section IV Assessment #6 Assessment Tool and Scoring Guide: CASE STUDY PORTFOLIO EVALUATION

Section 1: Problem Identification

	Very Effective	Effective	Needs Development
1.1	<input type="checkbox"/> The student's behavior is defined in the context of appropriate grade and/or peer expectations, e.g., local norms	<input type="checkbox"/> The student's behavior is operationally defined	<input type="checkbox"/> The student's behavior is identified but not operationally defined
1.2		<input type="checkbox"/> The problem is collaboratively defined	<input type="checkbox"/> The problem is not collaboratively defined
1.3	<input type="checkbox"/> The discrepancy between current and desired level of performance is explained	<input type="checkbox"/> The behavior is operationally defined or quantified in terms of both current and desired levels of performance	<input type="checkbox"/> The behavior is not operationally defined in terms of both current and desired levels of performance
1.4	<input type="checkbox"/> Baseline includes the student behavior and peer/grade norms and expectations with computed trend lines	<input type="checkbox"/> A baseline for the student behavior is established using sufficient data	<input type="checkbox"/> A baseline for the student behavior is not established or has insufficient data

1.5		<input type="checkbox"/> The student behavior is identified as a skill and/or performance deficit	<input type="checkbox"/> The student behavior is not identified as a skill and/or performance deficit
1.6		<input type="checkbox"/> Parents/guardians and teachers are involved in the problem-identification process	<input type="checkbox"/> Parents/guardians and teachers are not involved in the problem-identification process

Section 2: Problem Analysis

	Very Effective	Effective	Needs Development
2.1	<input type="checkbox"/> Hypotheses are generated through collaboration with teacher and/or parent	<input type="checkbox"/> One or more hypotheses are developed to identify the functions that the behavior serves and/or the conditions under which the behavior is occurring or has developed in two or more of the following areas: child factors, curriculum, peers, teacher, classroom, home	<input type="checkbox"/> Hypotheses are not developed, hypotheses are developed in only one area and/or hypotheses are not measurable
2.2	<input type="checkbox"/> There are multiple sources of data that converge on each proposed hypothesis	<input type="checkbox"/> There is evidence that appropriate data are collected to confirm or reject the proposed hypotheses. Appropriate data include one or more of the following: record review, interview, observation, testing, and self report	<input type="checkbox"/> Appropriate data are not collected to confirm or reject the hypotheses
2.3		<input type="checkbox"/> Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural)	<input type="checkbox"/> Hypotheses do not reflect an awareness of issues related to diversity (e.g., physical, social, linguistic, cultural)

Section 3: Intervention

	Very Effective	Effective	Needs Development
3.1		<input type="checkbox"/> Intervention is linked to observable, measurable goal statement(s)	<input type="checkbox"/> Intervention is not linked to observable, measurable goal statement(s)
3.2		<input type="checkbox"/> Intervention(s) selection is based on data from problem analysis and hypothesis testing	<input type="checkbox"/> Intervention(s) selection is not based on data from problem analysis and hypothesis testing
3.3		<input type="checkbox"/> Intervention(s) is evidence-based (e.g., research literature, functional analysis, single case design analysis)	<input type="checkbox"/> Intervention(s) is not evidence-based (e.g., research literature, functional analysis, single case design analysis)
3.4		<input type="checkbox"/> Intervention(s) is developed collaboratively	<input type="checkbox"/> Intervention(s) is not developed collaboratively
3.5		<input type="checkbox"/> Intervention(s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is verified	<input type="checkbox"/> Intervention(s) does not reflect sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is not verified

3.6		<input type="checkbox"/> Logistics of setting, time, resources and personnel are included in the intervention plan	<input type="checkbox"/> Logistics of setting, time, resources and personnel are not included in the intervention plan
3.7		<input type="checkbox"/> Intervention selection considers unintended outcomes or limitations	<input type="checkbox"/> Intervention selection does not consider unintended outcomes or limitations
3.8		<input type="checkbox"/> Intervention is monitored and data are provided to ensure that it is implemented as designed	<input type="checkbox"/> Treatment integrity is not monitored

Section 4: Evaluation

	Very Effective	Effective	Needs Development
4.1	<input type="checkbox"/> Charting includes student performance trend lines, and/or goal lines	<input type="checkbox"/> Progress monitoring data are demonstrated on a chart	<input type="checkbox"/> Progress monitoring data are not demonstrated on a chart
4.2	<input type="checkbox"/> Progress monitoring data are demonstrated to be effective when compared to data generated from multiple sources/settings	<input type="checkbox"/> Progress monitoring data are demonstrated to be effective when compared to baseline data	<input type="checkbox"/> Intervention is not demonstrated to be effective through data comparison

4.3	<input type="checkbox"/> Response to intervention data are used to inform problem solving and decision making. Single case design was specified (e.g., changing criterion, parametric, component analysis, multiple baseline, alternating treatment)	<input type="checkbox"/> Data are used to inform further problem solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention)	<input type="checkbox"/> Data are not used to inform further problem solving and decision making
4.4	<input type="checkbox"/> Strategies for transfer/generalizing outcomes to other settings are documented as effective	<input type="checkbox"/> Strategies for transfer/generalizing outcomes to other settings are addressed	<input type="checkbox"/> Strategies for transfer/generalizing outcomes to other settings are not addressed
4.5	<input type="checkbox"/> Modifications for future interventions are considered based upon collaborative examination of effectiveness data	<input type="checkbox"/> Effectiveness of intervention is shared through collaboration with parents, teachers, and other personnel	<input type="checkbox"/> Effectiveness of intervention is not shared or communicated
4.6	<input type="checkbox"/> Strategies for follow-up are developed and implemented	<input type="checkbox"/> Suggestions for follow-up are developed (e.g., continued progress monitoring, transition planning)	<input type="checkbox"/> Suggestions for follow-up are not developed

From Intern Evaluations (N=New Skill (1), D=Developing Skill (2), C=Competent (3):

(See Assessment 4, Intern Evaluation, for data)

<i>School psychologists, in collaboration with others, demonstrate skills to:</i>	
3.5. Implement and evaluate services that contribute to measurable impact on academic achievement;	
4.5. Implement and evaluate services that support socialization, cultural competence, learning, and mental health;	
5.7. Plan and measure positive impact on student learning at universal, targeted, and intensive levels.	

Behavioral Case Study Scores																								
Candidate	Cohort	Problem Identification						Problem Analysis			Intervention								Evaluation					
		1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	4.1	4.2	4.3	4.4	4.5	4.6
AB	2012	2	1	2	2	1	1	2	2	1	1	1	0	1	1	1	1	1	2	0	1	1	2	2
LB	2012	2	1	2	1	1	1	2	2	1	1	1	1	1	1	1	1	1	1	2	1	2	2	2
YC	2012	2	1	2	1	1	1	2	2	1	1	1	1	1	1	1	1	1	1	2	1	0	1	0
DH	2012	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1
EH	2012	1	1	2	1	1	1	2	2	1	1	1	1	1	1	1	1	1	2	2	1	1	2	2
SK	2012	2	1	2	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	2	1	2	2	1
ML	2012	1	1	2	2	1	1	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1
CP	2012	2	1	2	2	1	1	2	2	1	1	1	1	1	1	1	1	1	1	1	1	2	2	1
DS	2012	1	1	2	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	2	1	2	2	1
CW	2012	1	1	2	1	1	1	2	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1
EB	2013	2	1	2	2	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1
KB	2013	2	1	2	2	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	1	1
RG	2013	1	1	2	1	1	1	2	2	1	0	1	1	1	1	1	1	1	2	1	1	2	2	1
AH1	2013	1	1	1	1	0	1	2	0	1	1	0	1	1	1	1	1	1	1	0	1	2	2	2
AH2	2013	2	1	2	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	0	1	2	2	2
HP	2013	2	1	2	1	1	1	2	2	1	0	1	1	1	1	1	1	1	1	1	1	1	2	1
CS	2013	1	1	2	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
ES	2013	2	1	2	2	1	1	2	2	1	1	1	1	1	1	1	1	1	2	2	1	2	2	2
KV	2013	2	1	2	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2
CB	2014	1	1	2	0	1	1	2	0	1	0	0	1	1	1	1	1	0	0	0	1	1	1	1
JC	2014	2	1	2	1	1	1	2	2	1	1	1	1	1	1	1	1	1	2	1	1	2	2	2
AF	2014	2	1	2	2	1	1	2	2	1	1	1	1	1	1	1	1	1	2	2	1	2	2	2
HH	2014	2	1	2	1	1	1	2	2	1	1	1	1	1	1	1	1	1	2	2	1	2	2	2
AJ	2014	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	1

Behavior Case Study, Cont.		Problem Identification						Problem Analysis			Intervention								Evaluation					
Candidate	Cohort	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	4.1	4.2	4.3	4.4	4.5	4.6
KM	2014	2	1	2	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	2	1	2	2	1
RO	2014	2	1	2	1	1	1	2	1	1	1	1	1	1	1	1	1	1	2	2	1	2	2	1
KR	2014	2	1	2	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	2	1	2	2	1
LR	2014	2	1	2	0	1	1	2	1	1	0	0	0	1	0	1	0	0	1	0	1	1	1	1
DT	2014	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1
PW	2014	1	1	1	0	0	1	2	1	1	0	0	0	1	1	1	1	1	1	1	1	1	2	2
CW	2014	2	1	2	1	1	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	2	2	1

Academic Case Study Scores																								
		Problem Identification						Problem Analysis			Intervention								Evaluation					
Candidate	Cohort	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	4.1	4.2	4.3	4.4	4.5	4.6
AB	2012	1	1	1	2	1	1	2	2	1	1	1	0	1	1	1	1	1	2	0	1	1	1	2
LB	2012	2	1	2	2	1	1	2	2	1	1	1	1	1	1	1	1	1	2	2	1	2	2	2
YC	2012	2	1	2	1	1	1	2	2	1	1	1	1	1	1	1	1	1	2	2	1	1	1	1
DH	2012	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1
EH	2012	2	1	2	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
SK	2012	2	1	2	1	1	1	2	2	1	1	1	1	1	1	1	1	1	2	1	1	1	2	2
ML	2012	2	1	2	2	1	1	2	2	1	1	1	1	1	0	1	1	1	2	1	1	1	1	1
CP	2012	2	1	2	2	1	1	2	2	1	1	1	1	1	1	1	1	1	2	2	1	2	2	2
DS	2012	2	1	2	2	1	1	2	2	1	1	1	1	1	1	1	1	1	2	1	1	2	2	2
CW	2012	2	1	2	1	1	1	2	2	1	1	1	1	1	0	1	1	1	2	0	1	1	1	1
EB	2013	2	1	2	2	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1
KB	2013	2	1	2	2	1	0	1	2	1	1	1	1	1	1	1	1	1	2	2	1	1	1	1

Academic Case Study Scores, cont.																										
		Problem Identification						Problem Analysis			Intervention								Evaluation							
RG	2013	2	1	2	2	1	1	2	2	1	1	1	1	1	1	1	1	1	1	1	2	2	2	1	2	2
AH1	2013	1	1	2	2	1	1	2	2	1	1	1	1	1	1	1	1	1	1	1	2	0	1	1	2	2
AH2	2013	2	1	2	2	1	1	2	2	1	1	1	1	1	1	1	1	1	1	1	2	2	1	2	2	2
HP	2013	2	1	2	2	1	1	2	2	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1	2	2
CS	2013	2	1	2	2	1	1	2	2	1	1	1	1	1	1	1	1	1	1	1	2	0	1	1	2	2
ES	2013	2	1	2	2	1	1	2	2	1	1	1	1	1	1	1	1	1	1	1	2	1	1	2	2	2
KV	2013	1	1	2	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	2	2
CB	2014	1	1	2	0	1	1	2	0	1	0	0	1	1	0	1	1	0	0	0	0	0	1	1	1	1
JC	2014	2	1	2	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1
AF	2014	2	1	2	2	1	1	2	2	1	1	1	1	1	1	1	1	1	1	1	2	0	1	2	2	2
HH	2014	2	1	2	2	1	1	2	2	1	1	1	1	1	1	1	1	1	1	1	2	2	1	2	2	2
AJ	2014	2	1	2	2	1	1	2	2	1	1	1	1	1	1	1	1	1	1	1	2	0	1	1	0	0
KM	2014	1	1	2	1	1	1	2	1	1	1	1	1	1	1	1	1	1	0	1	1.5	1	1	1	2	1
RO	2014	2	1	2	1	1	1	0	0	0	1	0	1	1	0	1	1	1	1	1	2	0	1	0	1	0
KR	2014	2	1	2	2	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	2	2	1	2	2	1
LR	2014	2	1	2	0	1	1	2	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
DT	2014	2	1	2	2	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	2	2
PW	2014	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1
CW	2014	2	1	2	2	1	1	2	2	1	1	1	1	1	1	1	1	1	1	1	2	2	1	2	2	1

Note. See Assessment 6, Positive Impact.Data for calculated means, percentages, etc.