**NASP Domain 1: Data-Based Decision Making and Accountability**

School psychologists have knowledge of varied methods of assessment and data-collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment and data collection strategies, and technology resources, and apply results to design, implement, and evaluate response to services and programs.

**Summary of Knowledge in NASP Domain 1**

At UWRF, I received training in this domain through the following courses: SPSY 622, SPSY 745, SPSY 771, SPSY 772, SPSY 775, and SPSY 776. In SPSY 622, I learned how to measure intervention integrity and intervention effectiveness with data. As well, I learned how data-based decision making is a critical part of any PBIS system in schools. In SPSY 622 and SPSY 745, I learned about standardized assessment, norm-referenced scores, and percentile ranks as methods for making decisions about individual levels of behavior. During my practicum (SPSY 771/772) and internship (SPSY 775/776) field experiences, I continued to utilize data each day. Specifically, on numerous occasions, I helped my problem-solving team determine intervention effectiveness and eligibility for services with clear and comprehensive data. Several other courses in the program involved data-based decision making, as well, but these courses placed particular emphasis on the value of data in the practice of school psychology.

**Summary of Evidence of Emerging Skills in NASP Domain 1**

I have included the six required artifacts for Domain 1. During my first year, I completed a behavior change assignment in SPSY 622. This project involved changing my own behavior, including clear measurement of intervention effectiveness. **My first artifact** is the resulting rubric from that assignment that includes professor comments and a score reflecting a high level of success on the project. In my second year in the program, I completed several norm-referenced assessments with volunteers for the SPSY 745 course. **My second artifact** is one of the cognitive ability written reports from this course. The professor commented that I had effectively measured and interpreted the results in a “clear and concise manner.” During my practicum year, my field-based and university-based supervisors observed me several times on-site. In many cases, I was observed during a teaming session, many of which involved review of student data. **My third artifact** is a field-based supervisor observation rubric from one of those team sessions. On this rubric, my data-based decision making was rated at the highest level. Additionally, for **my fourth artifact**, I have included the summative evaluation from my practicum field-based supervisor. This evaluation resulted in a total domain score of 14/15 for data-based decision making. Similar to my practicum experience, I received high ratings on data-based decision making at the end of my internship year. **For my fifth artifact**, I am including my university-based supervisors’ completed rubric of one of my intervention cases. The total score is well above the required passing level and the effect size calculated on this intervention shows a large intervention effect.