

Appendix G

Alumni Survey 2015

(for 2012 and 2013 cohorts)

Year of Graduation (i.e., completed internship):

Please rate the overall effectiveness of the University of Delaware's program in providing you with knowledge and skills in each of the following NASP domains of school psychology practice described below. Please highlight or bold your answer using the following scale:

1 = Very Ineffective 2 = Ineffective 3 = Effective 4 = Very Effective

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. School psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

1 ----- 2 ----- 3 ----- 4

Consultation and Collaboration – School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. School psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

1 ----- 2 ----- 3 ----- 4

Interventions and Instructional Support to Develop Academic Skills – School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

1 ----- 2 ----- 3 ----- 4

Interventions and Mental Health Services to Develop Social and Life Skills – School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods to implement and evaluate services that support socialization, learning and mental health.

1 ----- 2 ----- 3 ----- 4

School-Wide Practices to Promote Learning – School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School

psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

1 ----- 2 ----- 3 ----- 4

Preventive and Responsive Services – School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

1 ----- 2 ----- 3 ----- 4

Family–School Collaboration Services – School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships/interactions with community agencies for enhancement of academic and social behavioral outcomes for children.

1 ----- 2 ----- 3 ----- 4

Diversity in Development and Learning – School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

1 ----- 2 ----- 3 ----- 4

Research and Program Evaluation – School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or system level.

1 ----- 2 ----- 3 ----- 4

Legal, Ethical, and Professional Practice – School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional

standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in response ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

1 ----- 2 ----- 3 ----- 4

Overall, what do you consider to be the strengths of the program?

Overall, what do you consider to be the weaknesses of the program?

The following is the current course sequence (as of Fall 2014) in the specialist program. Please review the courses and answer the questions.

Year 1:

Fall

EDUC 618 Introduction to School Psychology
 EDUC 663 Counseling Skills Laboratory
 EDUC 817 Individual Intelligence Testing
 EDUC 744 Educational Measurement and Progress Monitoring

Winterim

EDUC 814 Psychological Assessment of Children
 EDUC 623 Applied Human Development

Spring

EDUC 671 Practicum in School Psychology
 EDUC 870 Child Neuropsychology OR EDUC 842*
 EDUC 679 Instructing Elementary/Middle Schoolers with Mild Disabilities
 EDUC 830 Consultation and Intervention: School Discipline

Year 2:

Fall

EDUC 831 Advanced Counseling Techniques
 EDUC 671 Practicum in School Psychology
 EDUC 813 Child Psychopathology

EDUC 691 Applied Statistics and Research Design

Spring

EDUC 671 Practicum in School Psychology

EDUC 651 School-Based Family Issues and Interventions

EDUC 841 Consultation and Intervention: Mental Health

EDUC 842 Assessment of Special Populations OR EDUC 870*

Year 3:

EDUC 688 Internship in School Psychology (3 credits per semester)

*EDUC 870 and EDUC 842 are now offered every other year. The first and second year cohorts take them together.

Please list topics and skills that you think we should cover more extensively in our program.

Please list any courses in the above curriculum that you think should be substantially revised or eliminated. Please include a brief description of the revisions you would recommend.

Please list any courses in the above curriculum that you think should be taught at a different point in the sequence. Please include a brief explanation.

Do you have any recommendations to improve practica or internship? If so, please explain briefly?

Do you have any recommendations about assistantships? If so, please explain briefly?

Based on your experience, would you have preferred to take courses over the summer instead of taking them during winter session?

Please tell us any other recommendations you have that might be helpful in improving the program.