

Program Completer Survey -Data for School Psychology

Master of Arts and Certificate of Advanced Study in School Psychology program sent out a survey. to former candidates who have been employed between 1 and 8 years. Twenty-six were sent out and 16 were returned (62%). The survey was directly aligned with the 10 domains for training and practice delineated by NASP (i.e., the National Association of School Psychologists). The questions focused on how often skills are used on the job, how satisfied the candidates are with their training, and what additional credentials and/or milestones (were) obtained since completing the program. In addition, the EPP encouraged the completers to provide feedback or recommendations.”

Of the 16 program completers who responded to the survey, 5 of them have worked under a year; 3 of them have worked between one and two years; 6 of them have worked between three and four years; 1 has worked for eight years and 1 pursued additional doctoral and post-doctoral training.

With respect to “satisfaction of completers” the survey attempted to address this issue by asking the program completers to respond to the question, “How **satisfied** are you with the **training you received** in the following areas?” With respect to “relevancy” of their training the survey attempted to address this issue by asking the question, “How often do you use the following skills **in your workplace?**”

Additionally, the open comments shared in the employee survey summary addressed issues related to satisfaction, relevancy and effectiveness of programing. Program completer satisfaction data will be collected after year one and then year three of program completion.

Program Completer Survey-Data for School Psychology

Program Completer Survey-Brief Summary of Findings

Program Completer Survey

Program Completer Survey -Data for School Psychology

Cpmpleter Survey: Level of Relevancy in the Workplace

How often do you use the following skills **in your workplace?**

			1-Not at all		2-Somewhat		3-Often		4-Very Often		N/A Non-Applicable						
A	B	C	C	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subject N=16	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Mean
Time working	9 mo.	8 mo.	9 mo.	8 mo.	7 mo.	1 yr. 8 mo.	3 yrs.	3 yrs.	3 yrs. 9 mo.	3years 9 mo.	4 yrs.	4 yrs. 9 mo.	1 yr. 8 mo.	2 yrs.	8yrs.		
Item #																	
6.	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	N/A	3.87
7.	4	4	4	4	4	4	4	4	3	4	4	4	4	3	4	N/A	3.87
8.	2	4	4	4	4	4	4	4	3	3	4	4	3	3	1	N/A	3.4
9.	4	4	3	4	4	3	4	4	3	3	4	4	4	3	4	N/A	3.67
10.	N/A	2	1	3	4	4	2	4	2	4	4	2	3	1	2	N/A	2.71
11.	4	4	1	3	3	3	3	4	2	3	4	2	2	2	4	N/A	2.93
12.	3	3	2	3	3	3	2	4	2	4	3	2	2	1	4	N/A	2.73
13.	4	4	4	4	3	4	1	4	3	4	3	3	2	3	4	N/A	3.33
14.	4	4	1	3	2	3	4	4	4	4	3	2	1	N/A	3	N/A	3
15.	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	N/A	3.93

Subject 16 has worked part-time. Pursued additional training after graduating returned.

Item 13: Use of training in diversity in practice. Sixteen out of 26 surveys were

Completer Survey-Level of Satisfaction in Training

How **satisfied** are you with the **training you received** in the following areas?

		1-Not Satisfied at all		2-Somewhat Satisfied		3-Satisfied		4-Very Satisfied		N/A Non-Applicable								
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q		
Subject N=16	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Mean	
Item #																		
16.	4	4	4	3	3	4	4	4	4	4	4	4	4	3	4	4	3.81	
17.	4	4	4	4	4	4	4	4	3	4	4	4	4	3	3	4	3.81	
18.	2	4	4	4	4	4	4	4	3	4	4	4	3	3	3	3	3.56	
19.	4	4	4	3	4	4	4	4	3	3	4	4	3	3	3	3	3.56	
20.	3	4	4	3	3	4	4	4	2	3	4	3	2	3	3	3	3.25	
21.	4	4	3	2	3	4	3	4	2	3	4	3	2	2	4	2	3.06	
22.	4	4	4	4	4	4	4	4	3	2	4	3	4	4	4	3	3.69	
23.	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	3.94	
24.	4	4	4	4	3	4	4	4	3	4	4	3	2	3	3	4	3.56	
25.	4	4	3	4	3	4	4	4	4	4	4	4	3	3	3	4	3.69	
26a	X	*	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
26b	X		X	X	X	X		X	X	X	X	X	X	X	X	X		
26c	FT	PT	FT	FT	FT	FT	FT	PT	FT	FT	FT	FT	FT		**			
26d											X							
26e															X	X		
26f												X				X		
26g																		
26h		X															X	

*Rater indicated that certification in her district is awarded at the end of the first year. **FT Full-time-Private Practice Item 23-Satisfaction with training in diversity.

List of Items 6-15

6. Use of data to help schools make informed decisions.
7. Use of consultation and collaboration in school activities.
8. Assist school personnel in developing academic support or interventions.
9. Assist school personnel in developing social, emotional and behavioral supports and interventions.
10. Assist schools in assessing, developing, and/ or implement school- wide practices that promote learning.
11. Assist schools in implementing Preventive and Responsive Services.
12. Participate in Family-School-Community collaborations/partnerships
13. Implement diversity and social justice issues in practice.
14. Use research and program evaluation skills in practice.
15. Use Legal, Ethical, & Professional training in practice.

List of Items 16-26h

16. Use of data to help schools make informed decisions.
17. Use of consultation and collaboration in school activities.
18. Ability to assist school personnel in developing academic support or interventions.
19. Ability to assist school personnel in developing social, emotional and behavioral supports and interventions.
20. Ability to assist schools in assessing, developing, and or implementing school-wide practices that promote learning.
21. Ability to assist schools in implementing Preventive and Responsive Services.
22. The importance of establishing Family-School-Community relationships.
23. Consideration of diversity and social justice issues in practice.
24. Use of research and program evaluation support.
25. Understanding of Legal, Ethical, & Professional Practice.

26a State Certified

26b NCSP

26c Full-Time certification/employment

26d Tenure/Permanent Status

26e Second/Advanced Degree

26f Doctoral Degree

26g Special Award

26h Other

Comments. Please feel free to share any feedback or recommendations you have for the EPP School Psychology program

Program Completer Survey-Brief Summary of Findings

Instructions: Please complete the following questions. *Thank, you in advance for your participation!*

General Information (Section A)

In Spring 2019, the EPP sent out a survey (Display 8) to former candidates. Twenty-six surveys were sent out and 16 were returned (62%). Program completers who returned the survey were employed from less than one year to eight years. Of the 16 program completers who responded to the survey, 5 of them have worked under a year; 3 of them have worked between one and two years; 6 of them have worked between three and four years; one has worked for 8 years and one pursued additional doctoral and post-doctoral training and has done contractual and part time work.

Regarding Milestones/Advancement (Section D)

-12/16 (75%) respondents are working full-time; 2/16 (13%) are working part-time; 1/16 (6%) is a post-doctoral fellow and 1/16 (6%) did not complete this item.

-15/16 (94%) respondents are State Certified; 14/16 (88%) respondents received their National Certification; 2/16 (13%) obtained additional certifications; 2/16 (13%) received their doctorate; 1/16 (6%) was tenured. *

*Note: Employees advance to tenure once they complete 3 years of employment in a system. If they move to another system or work part-time, the timetable for getting tenure varies). Several of the respondents moved to a different employment setting.

Skills used in the Workplace (Section B)

1-Not at all 2-Somewhat 3-Often 4-Very Often N/A Non-Applicable

How often do you use the following skills **in your workplace?** See Section E to make additional comments.

Area

6. Use of data to help schools make informed decisions.
7. Use of consultation and collaboration in school activities.
8. Assist school personnel in developing academic support or

Brief Summary of Findings

The questions in this section are aligned specifically to the NASP domains of training and practice.

-With respect to use in the workplace, the 16 respondents, as a

interventions.	
9. Assist school personnel in developing social, emotional and behavioral supports and interventions.	
10. Assist schools in assessing, developing, and/ or implement school-wide practices that promote learning.	
11. Assist schools in implementing Preventive and Responsive Services.	
12. Participate in Family-School-Community collaborations/partnerships	
13. Implement diversity and social justice issues in practice.	
14. Use research and program evaluation skills in practice.	
15. Use Legal, Ethical, & Professional training in practice.	
	group, note that the following activities are used at least “often” in their respective workplaces (Mean=3.58; Range 3:00-3.93): use of data to help make informed decisions; use of consultation and collaboration in school activities; assisting school personnel in developing academic support or interventions; assisting school personnel in developing social, emotional, behavioral supports and interventions; implementing diversity and social justice issues in practice; use of research and program evaluation skills in practice; and use of legal, ethical and professional training in practice. -On the other hand, the 16 respondents, as a group, note that the following activities are used “somewhat” in their respective workplaces (Mean =2.79; Range 2.71-2.93): assisting schools in assessing, developing, and/or implementing schoolwide practices that promote learning; assisting schools in implementing preventive and responsive services; and participating in family-school community collaborations/partnerships.

Satisfaction with training (Section C)	
<i>1-Not Satisfied at all 2-Somewhat Satisfied 3-Satisfied 4-Very Satisfied N/A Non-Applicable</i>	
How satisfied are you with the training you received in the following areas? Provide additional comments in Section E.	
Area	Brief Summary of Findings
16. Use of data to help schools make informed decisions.	The questions in this section are aligned specifically to the NASP

17. Use of consultation and collaboration in school activities.	domains of training and practice.
18. Ability to assist school personnel in developing academic support or interventions.	
19. Ability to assist school personnel in developing social, emotional and behavioral supports and interventions.	-With respect to training, the 16 respondents, as a group, note that their level of satisfaction with training is “satisfied” in all areas (Mean= 3.59 Range 3.06-3.94): use of data to help make informed decisions; use of consultation and collaboration in school activities; assisting school personnel in developing academic support or interventions; assisting school personnel in developing social, emotional, behavioral supports and interventions; assisting schools in implementing school wide practices that promote learning; assisting schools in implementing preventive and responsive services; establishing family-school-community relationships; implementing diversity and social justice issues in practice; use of research and program evaluation skills in practice; and use of legal, ethical and professional training in practice.
20. Ability to assist schools in assessing, developing, and or implementing school-wide practices that promote learning.	
21. Ability to assist schools in implementing Preventive and Responsive Services.	
22. The importance of establishing Family-School-Community relationships.	
23. Consideration of diversity and social justice issues in practice.	
24. Use of research and program evaluation support.	
25. Understanding of Legal, Ethical, & Professional Practice.	

E. Comments

27. Please feel free to share any feedback or recommendations you have for the EPP School Psychology program. See Responses below:

1

Separate academic and behavioral intervention classes.

Practice with reporting evaluation results/IEP meetings in general.

Practice interacting with staff and/or other adults.

2

I am currently working at Jarrettsville Elementary School, in XXXX County Maryland. The main focus of my work revolves around counseling, consultation, crisis intervention, collecting and analyzing behavioral data, and creating charts and graphs, in order to help staff understand and treat social emotional and behavioral difficulties, and in order to inform behavioral interventions. I work very closely with the families and teachers of our students. There are very

strong academic interventions in place in the school, and a reading specialist that works in the school and classrooms 5 days per week. Academic intervention groups meet daily. There is a strong focus on intervention prior to referral, which is a wonderful feeling. It feels very rewarding to work in a school that believes in a child's strengths and in their ability to be successful, no matter the challenges. Administration is very supportive of mental health, and professional development opportunities involving mental health awareness within the school. My School Counselor and I have a very collaborative relationship and work together often to help our students. In regard to implementing diversity and social justice issues in practice, I was a member of the Disproportionality Workgroup, which was a workgroup created with a focus on preventing the over identification of African American students with an Emotional Disability or Intellectual Disability. Along with giving professional development related to our research and work, we created two checklists to prevent over identification, which were vetted and are now mandatory in XXXX SCHOOL SYSTEM whenever a School Psychologist and IEP team are considering these disabilities (ID or ED). The checklists must be completed at the team meeting, and uploaded along with the psychological assessment. The checklists have guidelines that eliminate the potential of subjectivity. My current dream and goal, which I will now be moving toward, is to next create the first ever School Culture Study in XXXX SCHOOL SYSTEM. The hope is to learn more about the rules for living in my current school, to use the data collected to research trends and correlations, and to use the information collected to put supports in place that strengthen a child's rate of school success. The ultimate goal is to use this framework to branch out to other schools within the county and to create several other School Culture studies in XXXX SCHOOL SYSTEM schools. This will be an endeavor that could not be possible if not for the training and focus on cultural proficiency that I received at EPP. I am so thankful for having had the opportunity to have been a part of the EPP School Psychology Program.

The training provided by the EPP School Psychology program is of top-notch quality. The training we receive in cultural proficiency, which is interwoven throughout every subject, is an integral part of the program that makes EPP unique and sets EPP apart. Because of this training, EPP graduates are adequately prepared to advocate on behalf of students and their families, with the consideration of how big of a role culture plays. Advocating for students is the most important role we have as School Psychologists. The understanding of how culture plays into everything is what makes EPP graduates the strongest candidates when they go out into the work force. I am eternally grateful for the opportunity to have graduated from EPP, and to have received training from Dr. Daniel, Dr. West, and Dr. Scott. I feel fully prepared in my role this year. This career feels very much as it should-very rewarding.

Other: As a XXXX County Public School employee, School Psychologists receive their official Certification toward the end of their first full year of satisfactory performance.

3

Original Comment:

1. More time spent on the ethical and legal aspects of school psychology.
2. More time spent on report writing and how to triangulate data to see a good snapshot of the child.
3. More time spent on testing with lots of practice, feedback, and group discussion involving scoring rules for different tests; along with administration and

feedback.

Additional Comment:

I am happy to help and I am always here if you need me. The size of the cohort will be more of a program downfall than a gift. In order to keep up and even surpass some of the neighboring schools, the program needs to keep a more intimate size as not burn out the instructors and to continue to give quality instruction. Otherwise, the students become more of a number and needed things like more testing administration, scoring, and learning about legal and ethical issues goes out the window. Remember, when it comes to the size of the program cohort, less is definitely more. Otherwise, the program may start sending people out into the workforce unprepared; making a bad name for the program, or have more students not follow through and in turn, drop out of the program instead. A lot hinges on the quality of the program and the social emotional awareness of the staff; especially since they have to give so much to the students. What the students see from the staff and how they are interacted with them will directly impact the decision of the student's willingness to complete the program and stay in the field of school Psychology. Remember the saying, "You can't pour from an empty cup?" "Take care of yourself first." Well, if the staff is taking on more than they can physically handle, it will begin to be more draining and the students will stop getting a quality education. Why? The because the staff's cups would be empty despite trying to pour more knowledge into the students. Less is more and the quality of the educational program trumps the quantity of students in the program.

4

EPP has provided me with an experience unmatched with its cultural and holistic approach to our children. I find myself often looking at the "whole child" and never solely the academics or the behavior alone. I work in two Title I buildings with students/families with significant needs. If for nothing else, EPP has properly prepared me to be a pillar of support, guidance, and consistency for my families. A gift that I truly believe would not have been received if I completed another program. I would like to see EPP provide more information to their students in regard to preventative strategies within the school building. In particular, as it occurs with behavior. We are very reactive when it comes to behaviors we aren't used to and I feel like it would be helpful to have more "tricks in our hats" introduced during the curriculum stage of the program.

EF

Information on Pandas/PANS in classes. Counseling class offered focusing on delivering Psychological services.

5

The EPP School Psychology program provides intensive, "real world" training that applies directly to the NASP-defined role of a school-based psychologist. Upon exiting the program, I felt confident and competent in my abilities to perform successfully as a school psychologist. Unfortunately, in my experience, some school systems do not fully and properly utilize the full skillset and expertise of school-based psychologists. In the future, the EPP School Psychology program may want to enhance training to include more strategies to troubleshoot a wider range of challenges that occur in the field beyond technical training. Otherwise, I genuinely enjoyed my experience and training.

6

I thoroughly enjoyed the program and my time at EPP. The only area I wish I had more information and knowledge is in the area of counseling; while I do not

do a lot of it, I would like to have more techniques and resources in my repertoire, but otherwise, I am very satisfied with my experiences!

11

Last school year there was a school shooting in one of our high schools. I was sent to our reunification center to triage as students arrived from the school. It was a high stress chaotic day. Overall, XXXX handled the incident very well the day of and the days following the event. However, staff in general felt as if they entered uncharted territory. As a result, our system is providing a great deal of PD covering trauma. Psychological first aid, and crisis response. The best advice I can give is to prepare future school psychologists with the same tools-to include the Prepare model. Another area of need I am finding in the schools is students needing to build coping strategies to handle their mental health. The number of students talking about and attempting suicide is rising! Other than those two areas focusing on helping teams with data (MTSS, Intervention, etc.) would be helpful for them moving forward. All the best!

12

I loved the program. I wanted to go to XXXXXX so badly for their program and did not get in. Once I began at EPP. I knew I was where I was meant to be. Everything happens for a reason.

13

More training in IEP Development

15

I enjoyed my experience in the school psychology program at EPP. I believe the instruction fully prepared me for the workforce and the emphasis on cultural awareness and social justice set me apart from my professional peers. During my tenure at EPP, I had difficulties managing life outside of the classroom, due to being new to the area and having to work fulltime. My professors made themselves available to me as a resource for advice and guidance outside of the task required for my degree. After completing the program, I remained in contact with my professors and their continued guidance continues to be available and meaningful. My only recommendation for improvement would be providing students additional opportunities to engage in research. Overall, I appreciate the opportunity to study at EPP State and I continue to recommend the program to others.

16

More training in early childhood birth to 3 years old

Train on more teaching skills

Make sure rising interns are prepared to handle internship interviews.

Outline some of the non-traditional roles for school psychologists? Where else can they work besides schools?

Ensure that rising interns can better articulate the impact of culture on learning and mental health in schools.

Program Completer Survey Form

Thank you for taking a few minutes to complete the EPP School Psychology program employee survey. The following questions will be used to help us evaluate and improve our School Psychology program at this EPP. The survey should take approximately 10-15 minutes of your time. We would appreciate your honest feedback.

Questions about this survey can be directed to:

School Psychology Completer Survey

Instructions: Please complete the following questions. *Thank you in advance for your participation!*

A. Please complete the following:

- 1) Your Name: _____
- 2) Employer Name: _____
- 3) Name of School System/Organization: _____
- 4) Position/Role in the organization: _____
- 4) How long have you been employed? _____(years/months)
- 5). How long have you worked at your current organization? _____(years/months)

B. Please highlight a rating for each of the items below.

1-Not at all 2-Somewhat 3-Often 4-Very Often N/A Non-Applicable

How often do you use the following skills **in your workplace?** See Section E to make additional comments.

Area	Rating				
	1	2	3	4	N/A
6. Use of data to help schools make informed decisions.					

7. Use of consultation and collaboration in school activities.	1	2	3	4	N/A
8. Assist school personnel in developing academic support or interventions.	1	2	3	4	N/A
9. Assist school personnel in developing social, emotional and behavioral supports and interventions.	1	2	3	4	N/A
10. Assist schools in assessing, developing, and/ or implement school-wide practices that promote learning.	1	2	3	4	N/A
11. Assist schools in implementing Preventive and Responsive Services.	1	2	3	4	N/A
12. Participate in Family-School-Community collaborations/partnerships	1	2	3	4	N/A
13. Implement diversity and social justice issues in practice.	1	2	3	4	N/A
14. Use research and program evaluation skills in practice.	1	2	3	4	N/A
15. Use Legal, Ethical, & Professional training in practice.	1	2	3	4	N/A

C. Please highlight a rating for each of the items below.

1-Not Satisfied at all 2-Somewhat Satisfied 3-Satisfied 4-Very Satisfied N/A Non-Applicable

How **satisfied** are you with the **training you received** in the following areas? Provide additional comments in **Section E**.

Area	Rating				
16. Use of data to help schools make informed decisions.	1	2	3	4	N/A
17. Use of consultation and collaboration in school activities.	1	2	3	4	N/A
18. Ability to assist school personnel in developing academic support or interventions.	1	2	3	4	N/A
19. Ability to assist school personnel in developing social, emotional and behavioral supports and interventions.	1	2	3	4	N/A
20. Ability to assist schools in assessing, developing, and or implementing school-wide practices that promote learning.	1	2	3	4	N/A
21. Ability to assist schools in implementing Preventive and Responsive Services.	1	2	3	4	N/A
22. The importance of establishing Family-School-Community relationships.	1	2	3	4	N/A
23. Consideration of diversity and social justice issues in practice.	1	2	3	4	N/A
24. Use of research and program evaluation support.	1	2	3	4	N/A
25. Understanding of Legal, Ethical, & Professional Practice.	1	2	3	4	N/A

D. Place check marks next to all that apply.

26. Please share any milestones or recognitions you have received since you started your work.

a. State Certification _____

e. Second/Advanced Degree _____

b. NASP Certification _____

f. Doctorate Degree _____

c. Full-Time Certification _____

g. Special Award _____

d. Tenure/Permanent
Status _____

h. Other: _____

E. Comments

27. Please feel free to share any feedback or recommendations you have for the EPP School Psychology program.