

School Psychology Alumni Report

School Psychology Program Completer Survey 2022

November 17th 2022, 3:02 pm EST

This survey was distributed in July 2022 to 11 alumni who completed the School Psychology program in September 2020 through August 2021. Response rate was 36% (4 responses).

Q1 - Please indicate which program you completed:

#	Answer	%	Count
1	M.A. in Educational Psychology and Professional Diploma in School Psychology	100.00%	1
2	Professional Diploma in School Psychology only	0.00%	0
	Total	100%	1

Q2 - Please indicate the year you completed the program:

#	Answer	%	Count
4	2021	0.00%	0
5	Other:	0.00%	0
	Total		0

Q4 - Please indicate if you are currently employed within a P-12 school environment:

#	Answer	%	Count
1	Employed full-time in P-12 setting	100.00%	1
2	Employed part-time in P-12 setting	0.00%	0
3	Not employed in P-12 setting, employed in related field	0.00%	0
4	Not employed in P-12 setting, employed in non-related field	0.00%	0
5	Not currently employed	0.00%	0
	Total	100%	1

Q6 - Please indicate your role within the P-12 school environment:

#	Answer	%	Count
1	School Psychologist	75.00%	3
5	Other:	25.00%	1
	Total	100%	4

Q8 - Kindly provide the name of the school and school district where you are currently employed:

Wyckoff

Trenton Public Schools

Thomas Jefferson elementary in Edison

Q10 - Please indicate how well the School Psychology program prepared you for the following professional responsibilities using this scale:

- **Poorly prepared: I was not given any opportunities to learn about or practice these components. (1)**
- **Partially prepared: I was given some opportunities to learn about or practice these components but not enough to meet the needs I have on my job. (2)**
- **Adequately prepared: I was given the opportunity to learn and practice these components enough to be competent as a novice in my position. (3)**
- **Thoroughly prepared: I was given multiple opportunities to learn and practice these components. My preparation went beyond what was needed as a novice in my position. (4)**

Statements are based on The Professional Standards of the National Association of School Psychologists, 2020.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1. To understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes. [Domain 1]	3.00	4.00	3.33	0.47	0.22	3
2	2. To collect data systematically from multiple sources as a foundation for decision-making. [Domain 1]	3.00	4.00	3.33	0.47	0.22	3
3	3. To communicate information effectively for diverse audiences, such as parents, teachers and other school personnel, and others. [Domain 2]	3.00	4.00	3.67	0.47	0.22	3
4	4. To consult and collaborate at the individual, family, group, and systems levels to promote effective implementation of services. [Domain 2]	3.00	4.00	3.33	0.47	0.22	3
5	5. To use assessment and data collection methods to implement and evaluate services that support academic skill development in children. [Domain 3]	3.00	4.00	3.33	0.47	0.22	3
6	6. To design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health. [Domain 4]	3.00	4.00	3.67	0.47	0.22	3

7	7. To develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff. [Domain 5]	3.00	4.00	3.67	0.47	0.22	3
8	8. To promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety. [Domain 6]	3.00	4.00	3.67	0.47	0.22	3
9	9. To implement effective crisis prevention, protection, mitigation, response, and recovery. [Domain 6]	2.00	4.00	3.00	0.82	0.67	3
10	10. To design, implement, and evaluate services that respond to culture and context. [Domain 7]	3.00	4.00	3.33	0.47	0.22	3
11	11. To facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children. [Domain 7]	3.00	4.00	3.33	0.47	0.22	3
12	12. To promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts. [Domain 8]	3.00	4.00	3.33	0.47	0.22	3
13	13. To apply research as a foundation for service delivery. [Domain 9]	3.00	4.00	3.33	0.47	0.22	3
14	14. To use various techniques and technology resources for data collection, measurement, and analysis. [Domain 9]	3.00	4.00	3.67	0.47	0.22	3
15	15. To provide services consistent with ethical, legal, and professional standards and engage in responsive ethical and professional decision-making. [Domain 10]	3.00	4.00	3.67	0.47	0.22	3

#	Question	Poorly prepared		Partially prepared		Adequately prepared		Thoroughly prepared		Total
1	1. To understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes. [Domain 1]	0.00%	0	0.00%	0	66.67%	2	33.33%	1	3
2	2. To collect data systematically from multiple sources as a foundation for decision-making. [Domain 1]	0.00%	0	0.00%	0	66.67%	2	33.33%	1	3
3	3. To communicate information effectively for diverse audiences, such as parents, teachers and other school personnel, and others. [Domain 2]	0.00%	0	0.00%	0	33.33%	1	66.67%	2	3
4	4. To consult and collaborate at the individual, family, group, and systems levels to promote effective implementation of services. [Domain 2]	0.00%	0	0.00%	0	66.67%	2	33.33%	1	3
5	5. To use assessment and data collection methods to implement and evaluate services that support academic skill development in children. [Domain 3]	0.00%	0	0.00%	0	66.67%	2	33.33%	1	3
6	6. To design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health. [Domain 4]	0.00%	0	0.00%	0	33.33%	1	66.67%	2	3
7	7. To develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff. [Domain 5]	0.00%	0	0.00%	0	33.33%	1	66.67%	2	3
8	8. To promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety. [Domain 6]	0.00%	0	0.00%	0	33.33%	1	66.67%	2	3

9	9. To implement effective crisis prevention, protection, mitigation, response, and recovery. [Domain 6]	0.00%	0	33.33%	1	33.33%	1	33.33%	1	3
10	10. To design, implement, and evaluate services that respond to culture and context. [Domain 7]	0.00%	0	0.00%	0	66.67%	2	33.33%	1	3
11	11. To facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children. [Domain 7]	0.00%	0	0.00%	0	66.67%	2	33.33%	1	3
12	12. To promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts. [Domain 8]	0.00%	0	0.00%	0	66.67%	2	33.33%	1	3
13	13. To apply research as a foundation for service delivery. [Domain 9]	0.00%	0	0.00%	0	66.67%	2	33.33%	1	3
14	14. To use various techniques and technology resources for data collection, measurement, and analysis. [Domain 9]	0.00%	0	0.00%	0	33.33%	1	66.67%	2	3
15	15. To provide services consistent with ethical, legal, and professional standards and engage in responsive ethical and professional decision-making. [Domain 10]	0.00%	0	0.00%	0	33.33%	1	66.67%	2	3

Q8 - What were the strengths of the School Psychology program?

Psychological testing Evaluations Data collection Interventions

Expertise of the professors

Q9 - Suggestions for improvement:

I feel more counseling courses would have been helpful.

Q10 - Other comments:

Other comments: