

Annual Reporting Measures

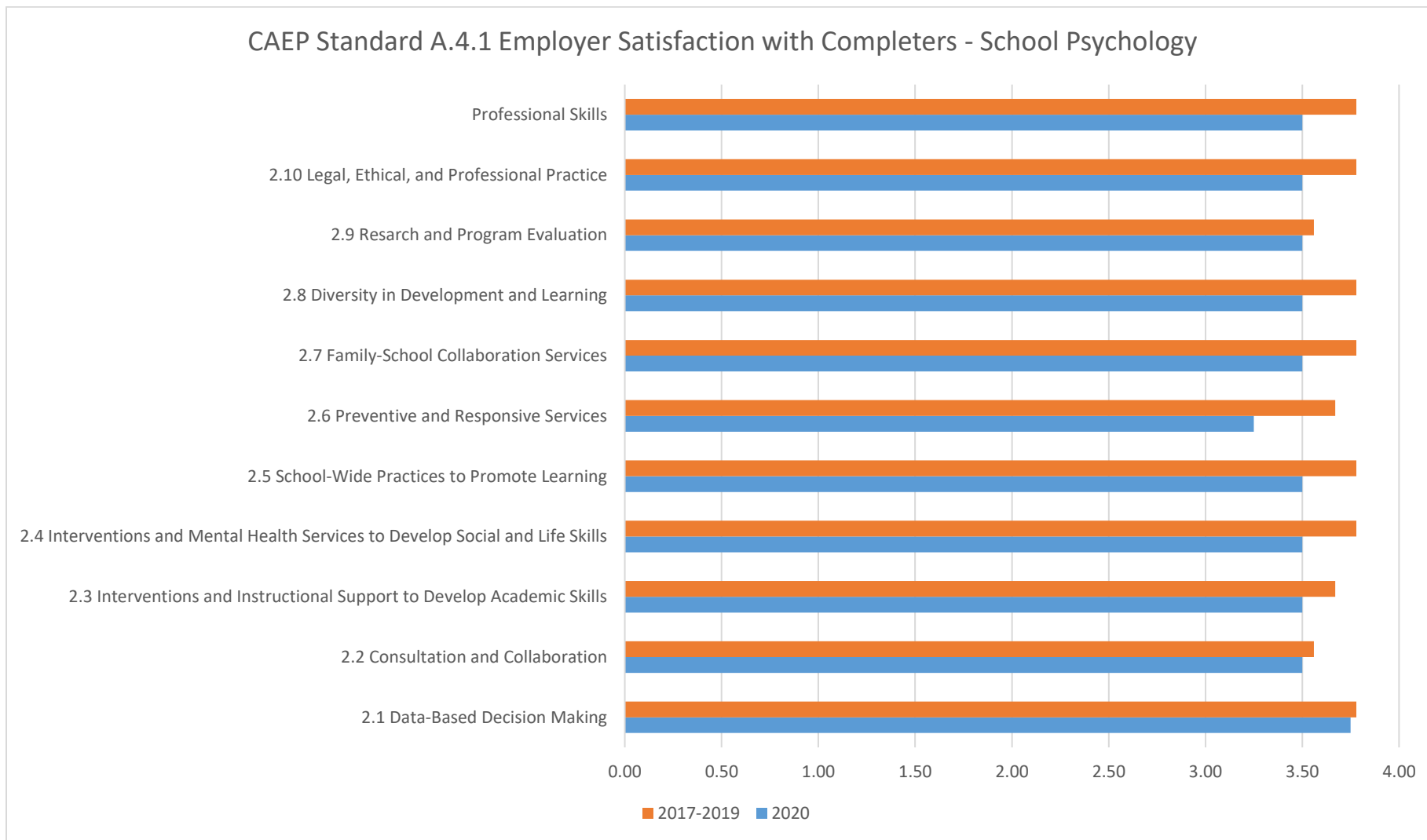
Component A.4.1

Employer Satisfaction with Completers from School Psychology

The Specialist in School Psychology at FMU sent a questionnaire to 10 the employers of our previous completers for the academic year 2019-2020 who are in their first year as a practicing school psychologist (2020-2021). The EPP received five responses (50% return rate). Changes to traditional instruction in the public schools caused by the COVID pandemic may have affected the return rate. The questionnaire asked employers to respond to 10 items determined by the EPP to give insight into employer satisfaction and perceived completer effectiveness. Each item is rated on a Likert Scale with 1 – Strongly Disagree, 2- Disagree, 3 – Agree, and 4 – Strongly Disagree. The following items were included in the survey:

1. Knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. (2.1)
2. Ability to interpret and report results of problem analysis/psychoeducational assessments and link results to intervention as needed (including the ability to interpret results in a fair and accurate manner, report results to others in a meaningful way that facilitates appropriate interventions, and use results for decision making that fosters positive outcomes for students/clients). (2.1)
3. Knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, schools, and systems, and methods to promote effective implementation of services. (2.2)
4. Knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive and developmental processes; and evidence-based curricula and instructional strategies. (2.3)
5. Core 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 and behavioral health. (2.4)
6. Core knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental and behavioral health. (2.5)
7. Core knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communicates to support multitiered prevention, and evidence-based strategies for effective crisis response. (2.6)
8. Core knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental and behavioral health; and strategies to develop collaboration between families and schools. (2.7)
9. Core knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors of children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity. (2.8)
10. Core knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. (2.9)
11. Core 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. (2.10)

- 12. Professional integrity, involvement, and leadership(including adherence to ethical/legal standards, participation in professional development activities, and demonstration of leadership skills within the district/agency, community, and/or profession). (PROFESSIONAL SKILLS (DISPOSTIONS))
- 13. Personal/professional work qualities needed for effective interaction with others (including respect for worth and uniqueness of all individuals of varying abilities and disabilities regardless of cultural, ethnic, socioeconomic, gender and religious backgrounds, ability to interact effectively with children, adults, and families of diverse backgrounds, and ability to establish and maintain collaborative relationships with colleagues/coworkers). (PROFESSIONAL SKILLS (DISPOSTIONS))
- 14. FMU provided the training needed for the employee to provide quality services that positively impact children and other clients? (PROFESSIONAL SKILLS, IMPACT ON P-12 LEARNING AND DEVELOPMENT)



The Program expects that employers will rate our students with a rating of AGREE or higher. Indeed, a review of results indicates that all employers did rate our students as AGREE or higher across all items. However, their responses also indicate that further explicit instruction is needed to address Consultation and Collaboration, Preventive and Responsive Services, and Research and Program Evaluation. The EPP will continue to strengthen its program in these areas.