

## Evaluation of School Psychology Program Graduates by Employers

SCHOOL PSYCHOLOGY PROGRAM  
THE UNIVERSITY OF MEMPHIS  
202 PSYCHOLOGY  
MEMPHIS, TN 38152-3230  
**FOLLOW-UP EVALUATION FORM**

Practitioner's name: \_\_\_\_\_

Program Completion Date: \_\_\_\_\_

This person has completed \_\_\_\_ 1, \_\_\_\_ 2, \_\_\_\_ 3 years of Employment.

Supervisor's Name: \_\_\_\_\_

Employing District: \_\_\_\_\_

### **EVALUATION OF FORMER STUDENTS NOW SERVING AS SCHOOL PSYCHOLOGISTS**

The University of Memphis School Psychology Program curriculum and student evaluations are organized to be consistent with the domains expressed in NASP's *Standards for School Psychology Training Programs*. The survey will provide the School Psychology Program constructive feedback on the competence of its recent graduates.

PLEASE RATE THE UNIVERSITY OF MEMPHIS PREPARED SCHOOL PSYCHOLOGIST ON EACH OF THE FOLLOWING DOMAINS. A DESCRIPTION OF EACH DOMAIN IS PROVIDED TO ASSIST YOU. THANKS.

- 1. Data-Based Decision-Making and Accountability:** School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

The school psychologist's performance is:

\_\_\_ Below Expectation \_\_\_ Meeting Expectation \_\_\_ Above Expectation

- 2. Consultation and Collaboration:** School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

The school psychologist's performance is:

Below Expectation  Meeting Expectation  Above Expectation

- 3. Effective Instruction and Development of Cognitive/Academic Skills:** School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

The school psychologist's performance is:

Below Expectation  Meeting Expectation  Above Expectation

- 4. Socialization and Development of Life Skills:** School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

The school psychologist's performance is:

Below Expectation  Meeting Expectation  Above Expectation

- 5. Student Diversity in Development and Learning:** School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

The school psychologist's performance is:

Below Expectation  Meeting Expectation  Above Expectation

- 6. School and Systems Organization, Policy Development, and Climate:** School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

The school psychologist's performance is:  
 Below Expectation  Meeting Expectation  Above Expectation

- 7. Prevention, Crisis Intervention, and Mental Health:** School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

The school psychologist's performance is:  
 Below Expectation  Meeting Expectation  Above Expectation

- 8. Home/School/Community Collaboration:** School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

The school psychologist's performance is:  
 Below Expectation  Meeting Expectation  Above Expectation

- 9. Research and Program Evaluation:** School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

The school psychologist's performance is:  
 Below Expectation  Meeting Expectation  Above Expectation

- 10. School Psychology Practice and Development:** School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

The school psychologist's performance is:  
 Below Expectation  Meeting Expectation  Above Expectation

- 11. Information Technology:** School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

The school psychologist's performance is:  
 \_\_\_ Below Expectation \_\_\_ Meeting Expectation \_\_\_ Above Expectation

**Overall Evaluation:**

The school psychologist's performance is:  
 \_\_\_ Below Expectation \_\_\_ Meeting Expectation \_\_\_ Above Expectation

**Recommendations for the training program's development:**

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Name of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

**Section b.** For each graduate, data are summarized by assigning 1, 2, or 3 points corresponding to ratings of "Below," "Meeting," or "Above" Expectation. The overall evaluation item is viewed as a key indicator of the employee's quality and is treated separately. Among the limitations of the survey method are the difficulties of maintaining correct information on employment, and subsequently of getting the scale completed. For the past two years, the return rate was 60% of surveys sent.

**Section c.** The following data provide indications of the outcome quality of graduates in the last three years (2004-2005, 2005-2006, 2006-2007). Average scores are provided for all 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year returns. Since the effort was initiated in 2006, data are limited to 2 consecutive years for most graduates.

1= Below Expectation

2=Meets Expectation

3=Above Expectation

Scores: Average of 11 NASP Categories, Overall Rating, Number of Below Expectation Ratings

Student	Ed.S. Yr.	Ratings for Year 1	Yr. 2	Yr. 3
CM	2003	NA	NA	1.63, 2, 4
RV	2003	NA	NA	3.0, 3, None
CB	2004	NA	2.54, 3, None	2.91, 3, None
JH	2004	NA	2.45, 3, None	3.0, 3, None
TM	2004	NA	2.82, 3, None	2.73, 3, None
CC	2005	1.73, 2, 3	NA	NA
KS	2005	2.54, 3, None	2.82, 3, None	NA
NB	2005	2.18, 2, None	2.36, 2, None	NA
CL	2005	2.18, 2, None	3.0, 3, None	NA
WJH	2005	2.54, 3, None	2.91, 3, None	NA
RA	2005	2.64, 3, None	3.0, 3, None	NA
TMc	2006	2.73, 3, None	NA	NA

NR	2006	2.82, 3, None	NA	NA
CK	2006	3.00, 3, None	NA	NA
NASP Category Averages		22.36/9=2.48	21.90/8=2.74	13.27/5=2.65
Overall Rating Averages		24/9=2.67	23/8=2.87	14/5=2.80
Total NASP Category Average:		57.53/22=2.61		
Total Overall Rating Average:		61/22=2.77		

The data demonstrate that all students are rated overall as Meeting Expectations (i.e., “overall score” of 2 or 3). For students with Below Expectation ratings, the program director contacted the employee’s supervisor for clarifications. In both instances it was deemed that the student was making adequate progress and was rehired for the next year. For students for whom ratings exist for 2 years, a trend of improvement can be observed, suggesting they were meeting or exceeding expectations. Of the 13 graduates with available data, only 2 had any areas rated Below Expectation.

**Comments:** A few employee supervisors provided comments and most were praiseworthy of the student and/or the program: For example. “Very pleased with X’s work.” “Your program prepares students well.” “Provide more emphasis on recognizing psychopathology.” “Continue to admit persons with the moral and ethical character of X. Whom you admit is as important as what you teach.” “X had a great first year. She met all the challenges that came to her in a positive way and was able to be creative in developing ways to collect data and provide evaluations.” “X was well prepared by your program.” “I am so lucky to have X on our staff!”