# SCHOOL PSYCHOLOGY EXIT SURVEYS (2016 - 2019)

| Survey Questions | 2018-2019 (N = 4) | | 2017-2018 (N = 5) | | 2016-2017 (N = 4) | |
|---|---|---|---|---|---|---|
| | MEAN | RANGE | MEAN | RANGE | MEAN | RANGE |
| **Please rate yourself on your professional knowledge and skills.** | | | | | | |
| 1. Knowledge of assessment and data collection methods for identifying strengths/needs, developing services/ programs, and measuring outcomes. | 3.5 | 2 | 4 | 0 | 4 | 2 |
| 2. Skills in comprehensive psychological and educational assessment techniques, data collection strategies, technology resources, & applications. | 3.5 | 2 | 4.2 | 2 | 3.8 | 2 |
| 3. Knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems. | 3.8 | 2 | 4 | 0 | 4.2 | 1 |
| 4. Skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs. | 3.8 | 2 | 4 | 0 | 4.4 | 1 |
| 5. Knowledge of biological, cultural, and social influences on academic skills, learning, cognition, development, & curricular/instructional strategies. | 4 | 2 | 4.2 | 2 | 4.2 | 2 |
| 6. Skilled use of assessment and data-collection methods, to implement and evaluate services that support cognitive development and academic skills. | 3.8 | 2 | 3.8 | 1 | 3.8 | 2 |
| 7. Knowledge of biological, cultural, developmental, and social influences on behavior, mental health, life skills, & social–emotional functioning. | 4 | 2 | 4.2 | 1 | 4.2 | 2 |
| 8. Skilled use of assessment, data-collection methods, implementation, and evaluation of services that support socialization, learning, and mental health. | 4 | 2 | 3.8 | 1 | 3.8 | 1 |
| 9. Knowledge of schools/systems/organizations, general &special education, technology, & evidence-based school practices that support development. | 4 | 2 | 4 | 2 | 4 | 2 |
| 10. Skills to develop, implement, and maintain effective, supportive learning environments for children and others. | 3.8 | 2 | 4.2 | 2 | 4 | 2 |
| 11. Knowledge of principles/research related to risk factors in learning and mental health, school/community services, prevention, & crisis response. | 4 | 2 | 3.8 | 1 | 4.2 | 1 |
| 12. Skills to promote learning, mental health, safety, and physical well-being through effective crisis preparation, response, and recovery. | 3.8 | 2 | 3.75 | 2 | 3.5 | 1 |

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| 13. Knowledge of family systems, strengths, needs, culture, family influences on development, and collaboration between families and schools. | 4.3 | 2 | 3.6 | 2 | 4.2 | 1 |
| 14. Skills to design, implement, and evaluate family/school partnerships, and community interactions for enhanced academic/social/behavioral outcomes. | 3.8 | 2 | 4 | 2 | 3.8 | 1 |
| 15. Knowledge of individual differences, abilities, disabilities, diversity, culture, & evidence-based strategies to enhance services related to diversity. | 4.3 | 2 | 4.6 | 1 | 4.4 | 2 |
| 16. Skills to promote effective functioning of individuals/families/schools with diverse cultures/backgrounds with understanding and respect. | 4.5 | 1 | 4.4 | 2 | 5 | 0 |
| 17. Knowledge of research design, statistics, measurement, data collection, analysis, program evaluation, and interpreting data in applied settings. | 3.3 | 3 | 3.4 | 2 | 3.6 | 1 |
| 18. Skills to evaluate/apply research in service delivery, collaboration, data collection/analysis, & program evaluation at individual/group/systems levels. | 3.5 | 2 | 4 | 2 | 3.6 | 1 |
| 19. Knowledge of ethical, legal, and historical foundations of school psychology, professional standards, practice, and professional identity. | 3.8 | 2 | 4.2 | 2 | 3.8 | 3 |
| 20. Skills to provide services consistent with ethical, legal, and professional standards, respect for human diversity, and personal professional behaviors. | 4.3 | 2 | 4.2 | 2 | 4 | 2 |
| 21. Knowledge of deafness (D/HoH) issues, including research, technological innovations, Deaf culture, & diversity among D/HoH children. | 4.5 | 1 | 4 | 3 | 4.4 | 3 |
| 22. Communication skills/ meeting diverse communication needs of D/HoH children (ASL, manually coded English, oral/aural, cued speech, etc.) | 4 | 3 | 3.6 | 2 | 3.8 | 4 |
| 23. Knowledge of psychoeducational assessment/adaptations/interpretations for D/HoH children, impact of additional disabilities, & culture/family issues. | 4 | 2 | 4.2 | 2 | 4.6 | 2 |
| 24. Skills in specialized assessment and observational strategies for D/HoH students across diverse cultural/economic/linguistic/developmental domains. | 4 | 2 | 4 | 2 | 4.4 | 2 |

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|---|---|---|---|---|---|---|
| | MEAN | RANGE | MEAN | RANGE | MEAN | RANGE |
| 25. Knowledge and skills related to educational intervention techniques and curriculum adaptations for D/HoH students and their families. | 3.8 | 2 | 4 | 2 | 4.4 | 2 |
| | | | | | | |
| 1. Does the candidate demonstrate competence across multicultural contexts (including bilingual/bicultural competence) with deaf, hard of hearing, and/or hearing children and families? | 4.3 | 2 | 4.6 | 2 | 4.4 | 2 |
| 2. Does the candidate demonstrate competence in theory-based, data-based practice? | 3.8 | 2 | 3.8 | 2 | 3.8 | 2 |
| 3. Does the candidate use reflection to identify areas for change, including continued knowledge, skill development, and service as a reflective change agent? | 3.8 | 2 | 4.5 | 1 | 4.4 | 1 |
| 4. Does the candidate promote the full development of all children (including, but not limited to, intellectual, linguistic, and social potential) including deaf, hard of hearing, and/or ELL children and youth? | 4 | 2 | 4 | 2 | 4.6 | 1 |

Ratings:    1 – Incompetent
2 – Below Average
3 – Sufficiently Competent
4 – Above Competent
5 – Very Competent