

Winthrop University School Psychology Program 2021 Employer/Supervisor Survey

2019-2021 Graduates (N=34)

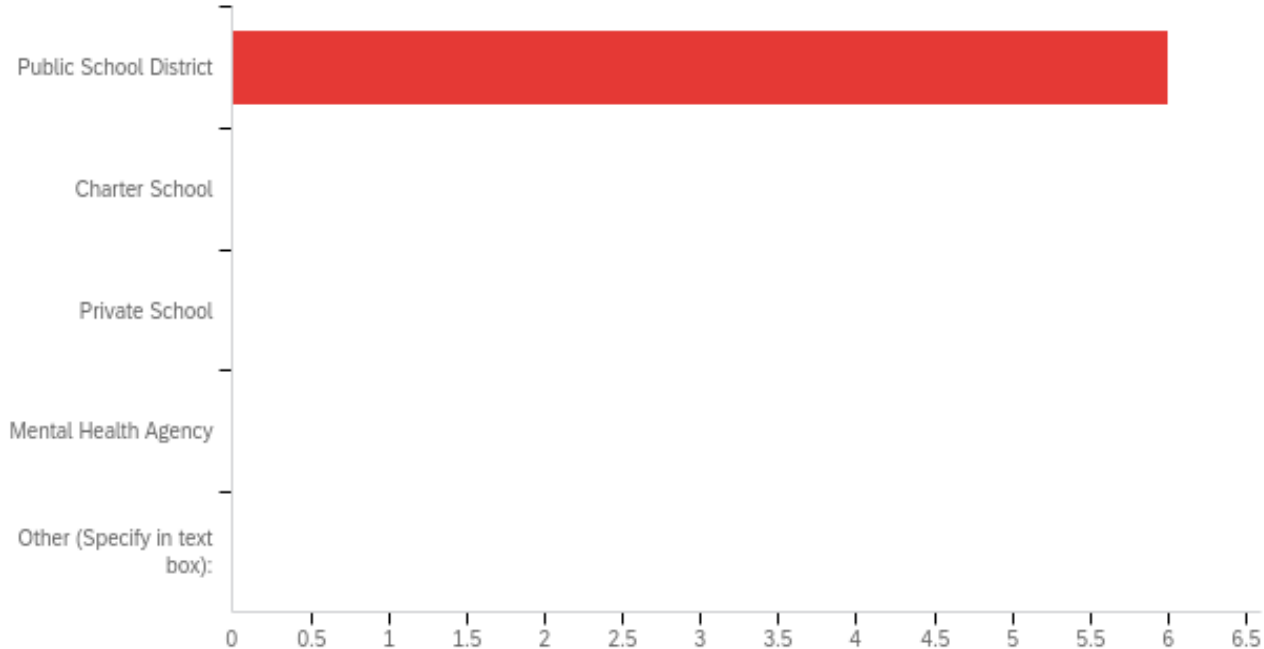
Number of Respondents-10 (28.8%)

As part of this survey, alumni were asked to forward to their director, supervisor, lead psychologist, school administrator, or colleague who knew their work the best a link to a Qualtrics survey. The program then sent a request to complete the survey via email directly to administrators and lead psychologists who were known to have hired or supervised recent graduates of our program. A total of ten responses (unfortunately, only 6 participants responded to questions in the survey) were received (the employers/supervisors of 27.8% of alumni). All respondents reported working in public school settings, with one being director of special services, four lead psychologists, and one school administrator/principal. Respondents had hired, supervised, or worked with a range of one program graduate to forty over the past five years. Respondents were asked to evaluate Winthrop program graduates in comparison with typical, entry level professionals with comparable experience. Specifically, they were asked to rate our recent alumni on a scale from 1 ("Strongly agree") to 5 ("Strongly disagree") on their preparation to perform ten key competencies included in the National Association of School Psychologists (NASP) Standards for Graduate Preparation of School Psychologists (2010) and corresponding Domains of Professional Practice. Every competency received a mean rating more positive than a "2." ("Satisfied").

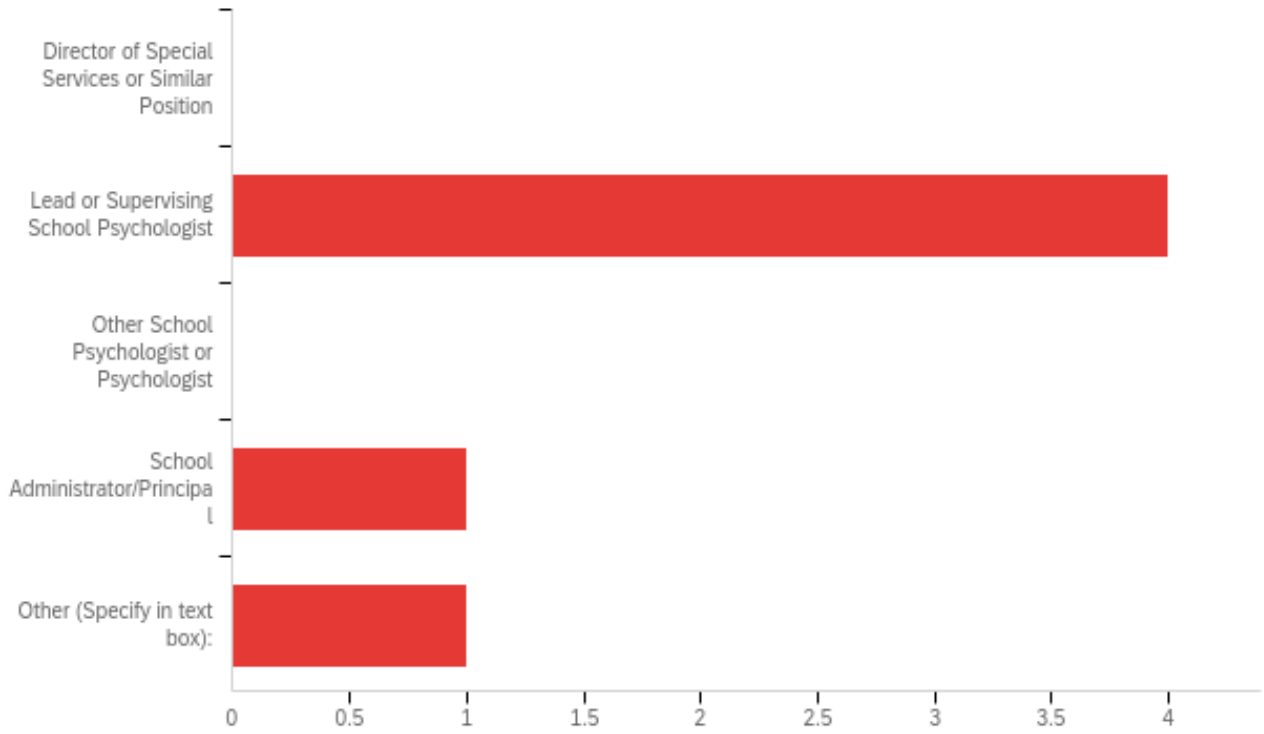
The most positively rated items were: - Conduct psychological and educational assessment and use data to design and/or evaluate services and programs (mean=1.17) -Consult, collaborate, and communicate with others during design, implementation, and evaluation of service and programs (mean=1.17)- Facilitate practices and strategies to create and maintain effective and supportive learning environments for children and others (1.17) Promote services that enhance student learning, mental health, safety, and physical well-being (mean=1.17) - Plan, implement, and/or evaluate services that support cognitive and academic skills (1.17)- Provide services responsive to the needs of students and families with diverse backgrounds in a manner that shows respect for human diversity and advocates for social justice (mean=1.17)- Provide services with ethical, legal, and professional standards (mean=1.0). For the most part, comments were very positive. For example, quite a few positive comments were made about the comprehensive nature of the Winthrop program, and the knowledge and competencies of its graduates. One respondent summed it up by saying, "I think the Winthrop School Psychology program is very strong. I think the principles and theories of school psychology is taught thoroughly. The 2 years of field practice are helpful to understand the school side of it." Some respondents made suggestions for improvement. One suggested that although not a problem with Winthrop's program, but that first-year School Psychologists are often disappointed that they are not able to use all the diverse skills taught in the program.

Employers and supervisors were asked three questions designed to obtain an overall evaluation of the preparation provided by the Winthrop School Psychology Program. In response to the question, "Based on your experience, would your tendency be to hire, supervise, and/or work with other Winthrop School Psychology Program graduates or recommend them to colleagues?" 100% of respondents said they would "definitely recommend" the program. In response to the question, "Did Winthrop appear to provide the preparation needed for graduates to provide quality services that positively impact children and other clients?" 83.33% said "definitely" and the remaining 16.67% said "probably." Finally, in response to the question, "Would you recommend the Winthrop School Psychology Program to a well-motivated person who wanted to become a school psychologist?" 100% said "definitely." It was heartening that not a single employer, supervisor, or colleague of a recent alumnus indicated that they would not likely hire a Winthrop school psychology program graduate or recommend the Winthrop program to a well-motivated person who wanted to become a school psychologist.

Please indicate the setting where you work:



What is your current position?



Approximately, how many entry-level Winthrop School Psychology Program graduates you have hired, supervised, or worked with over the past five years? Please type a number in the text box.

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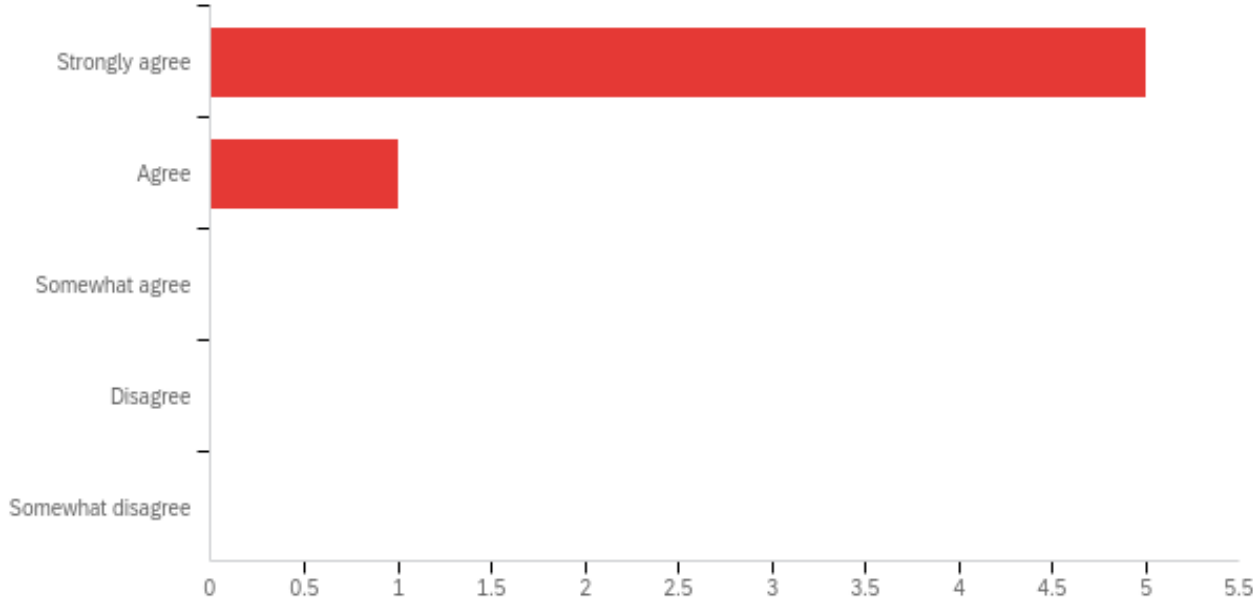
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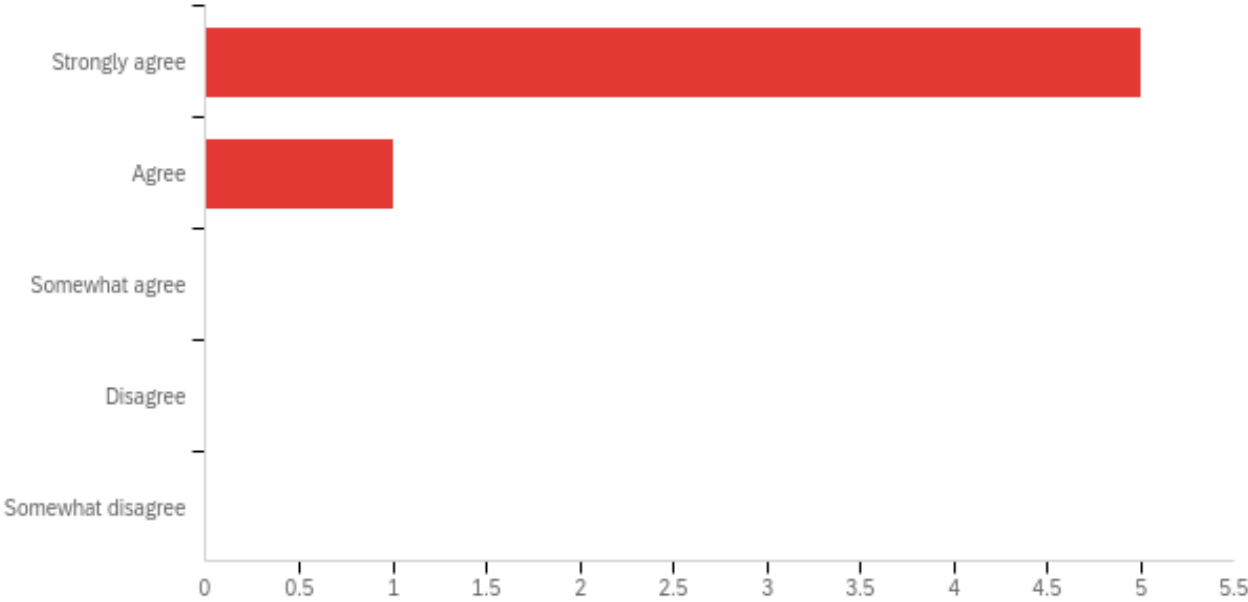
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In comparison with typical entry-level professionals with comparable experience, to what extent do you agree that Winthrop School Psychology Program graduates are prepared to perform each of the following? Please select one rating from the scale below for each item

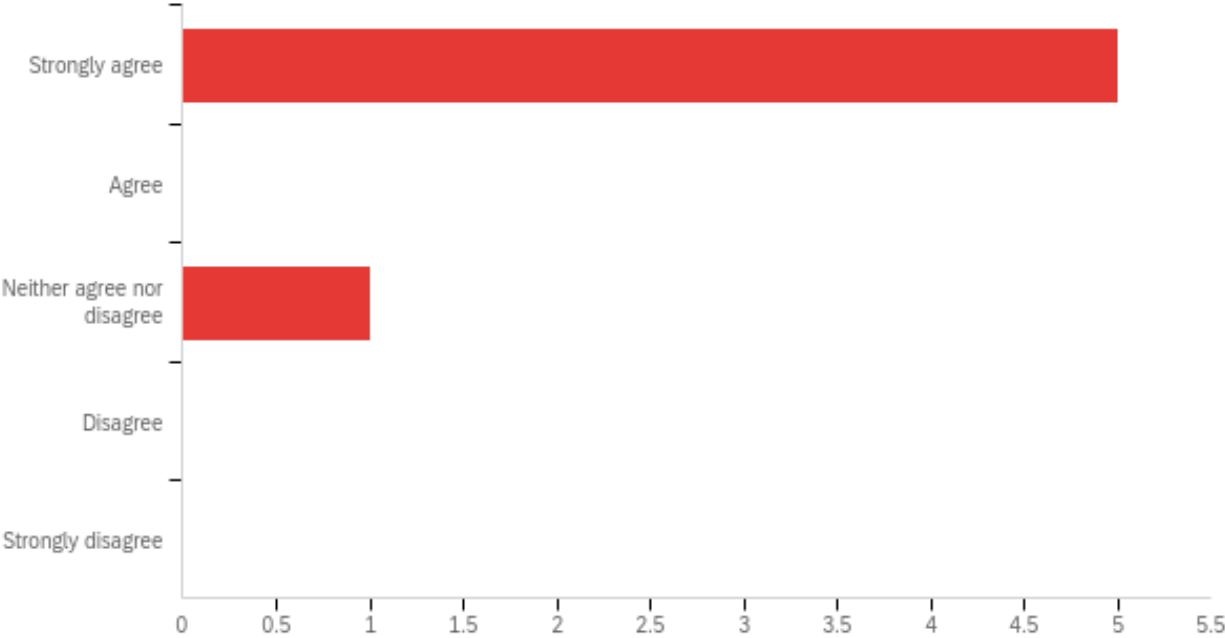
Conduct psychological and educational assessment and use data to design and/or evaluate services and programs.



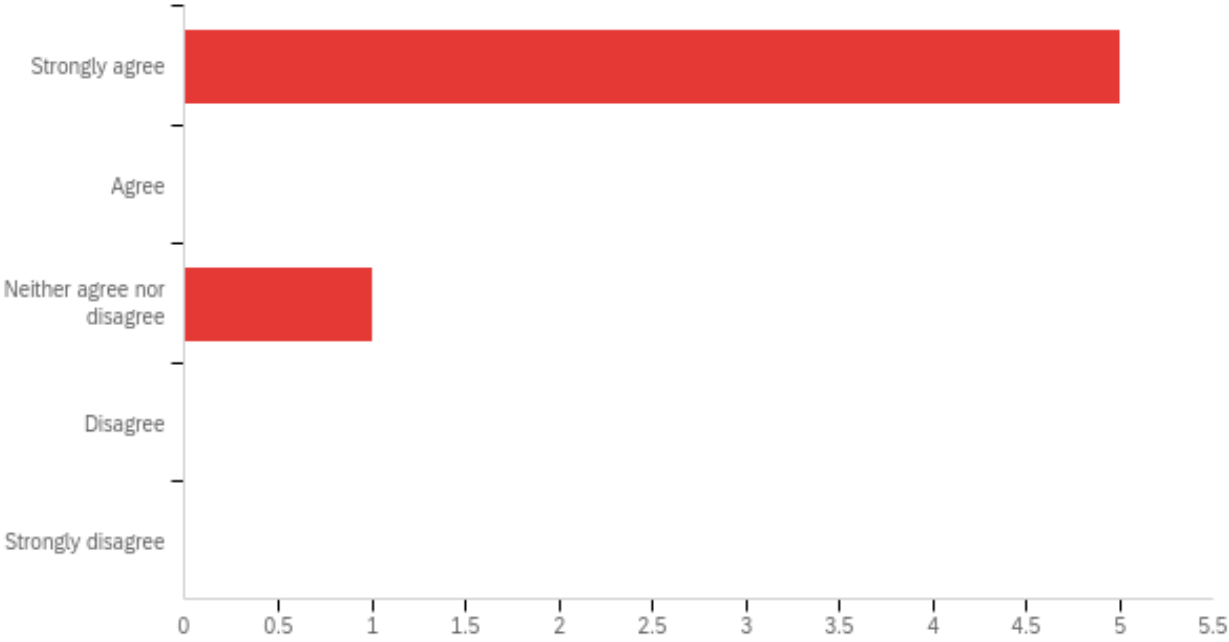
Consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.



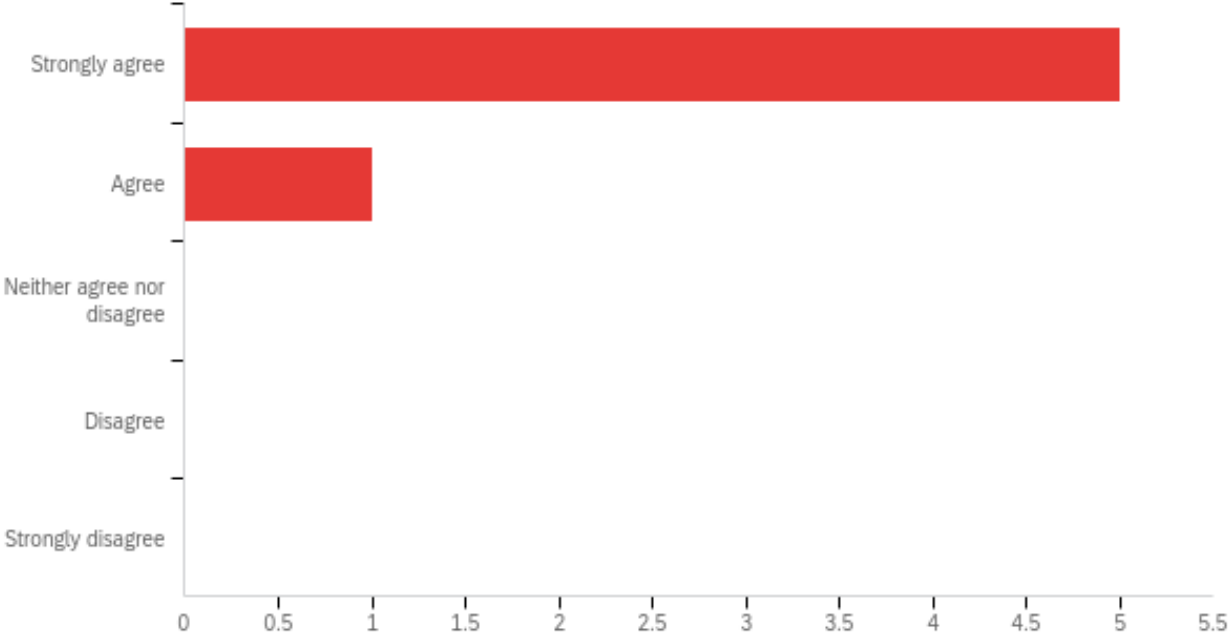
Plan, implement, and/or evaluate services that support cognitive and academic skills.



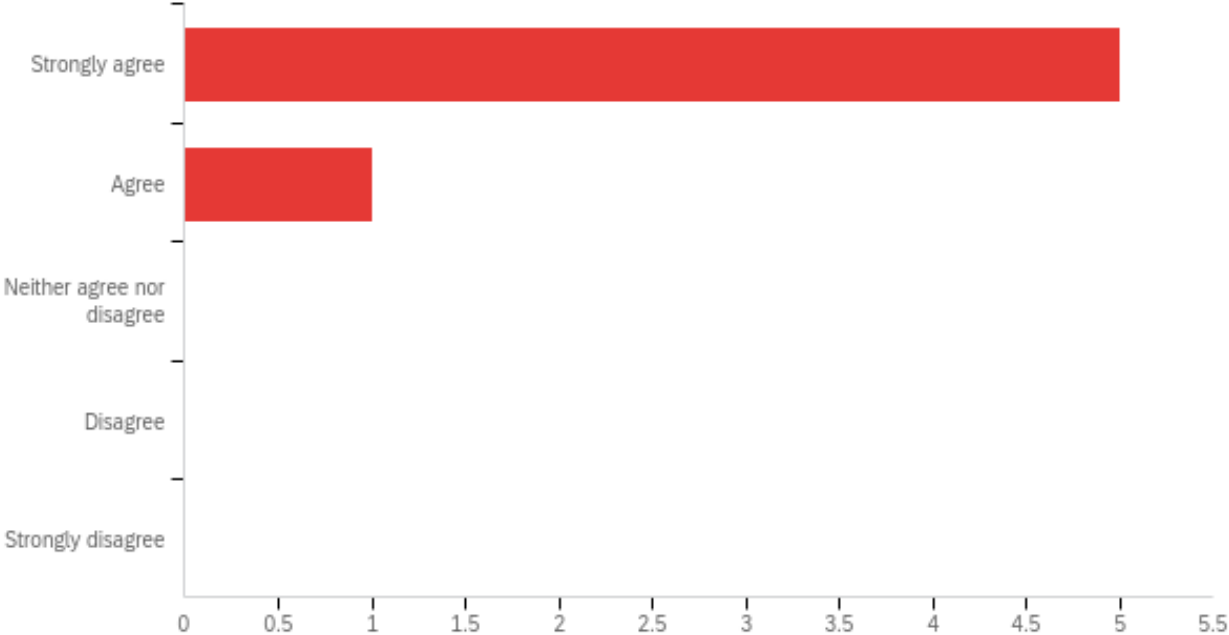
Plan, implement, and/or evaluate services that support socialization and mental health (e.g., behavioral interventions, counseling).



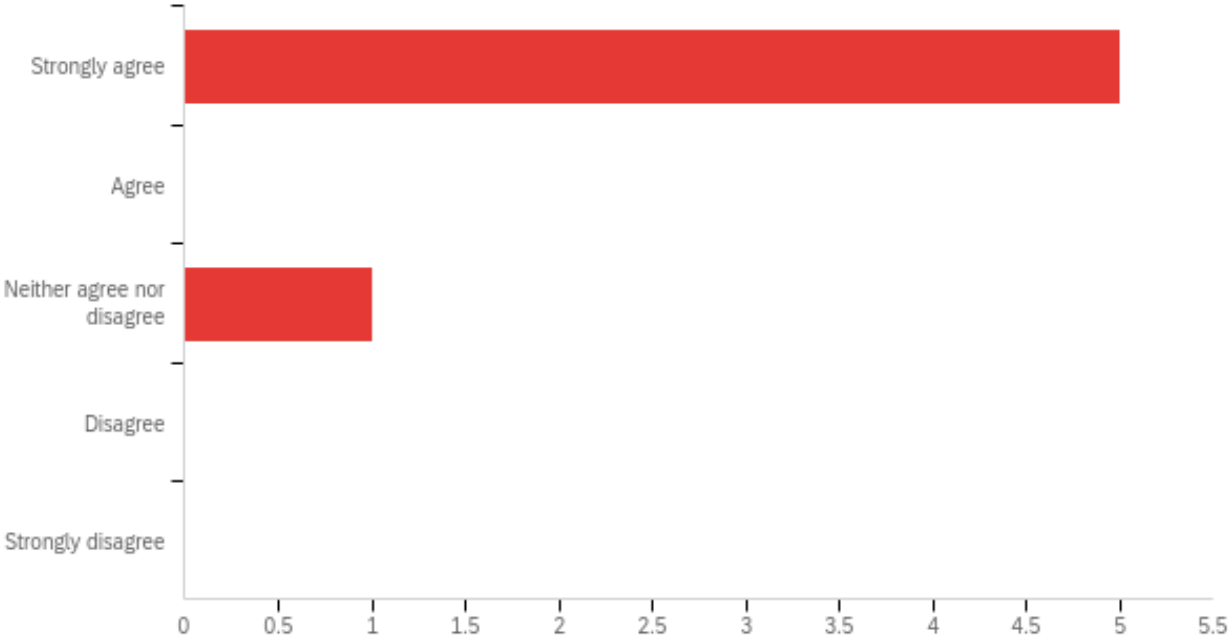
Facilitate practices and strategies to create and maintain effective and supportive learning environments for children and others.



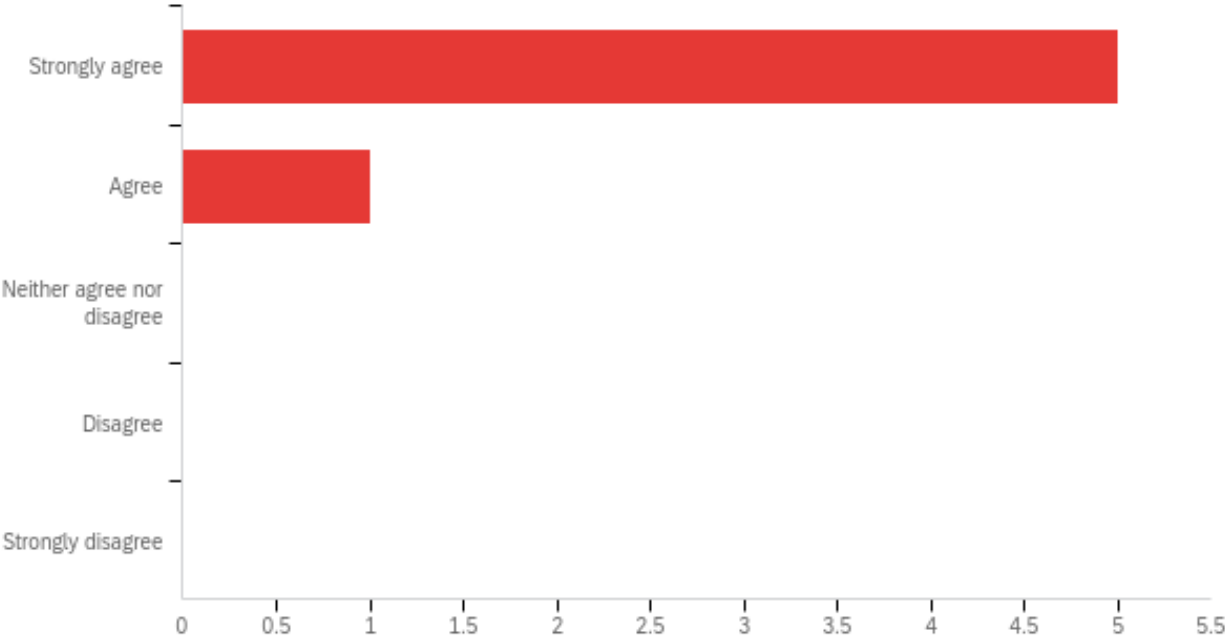
Promote services that enhance student learning, mental health, safety, and physical well-being.



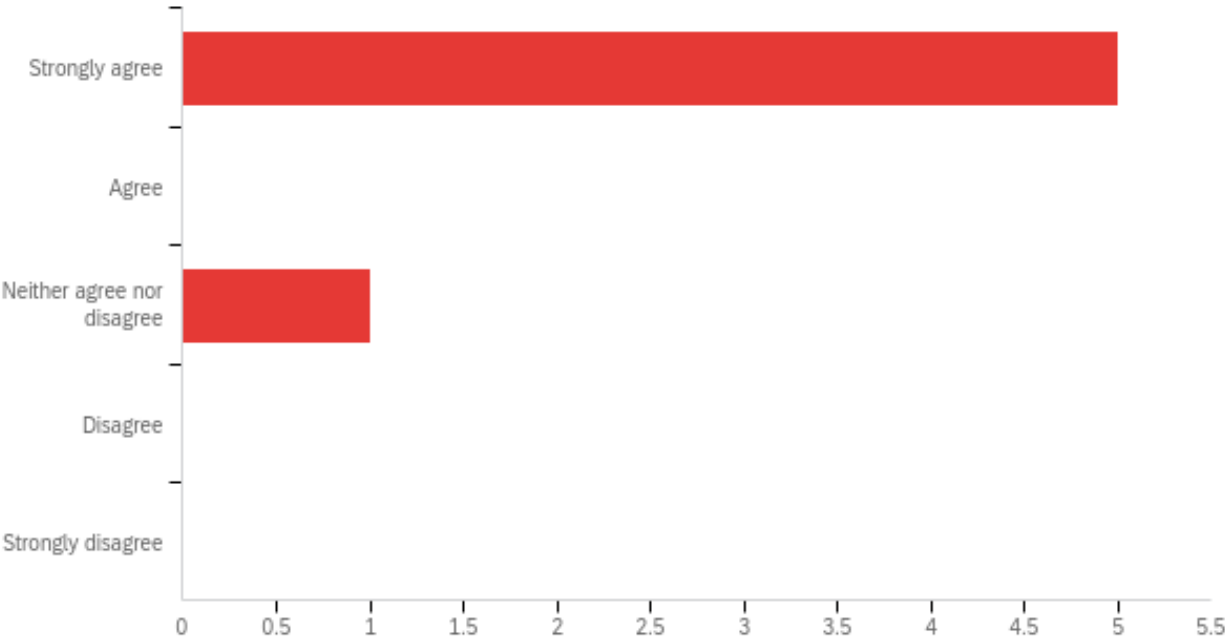
Design, implement, and/or evaluate services that respond to culture and context, and facilitate family and school interactions.



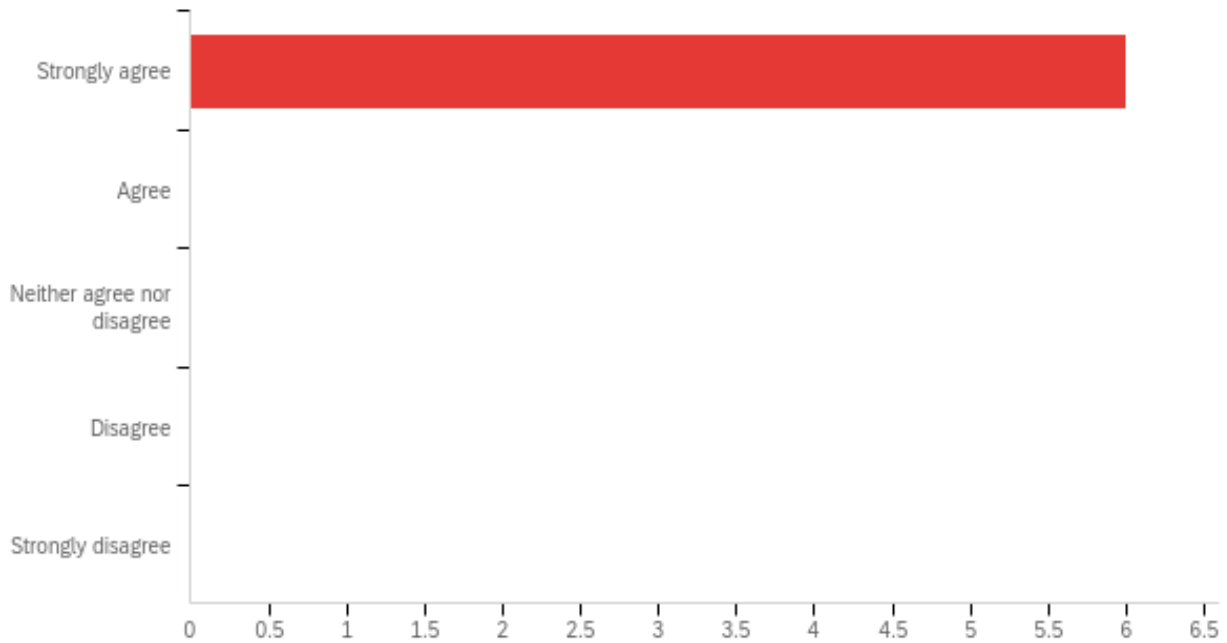
Provide services responsive to the needs of students and families with diverse backgrounds in a manner that shows respect for human diversity and advocates for social justice.



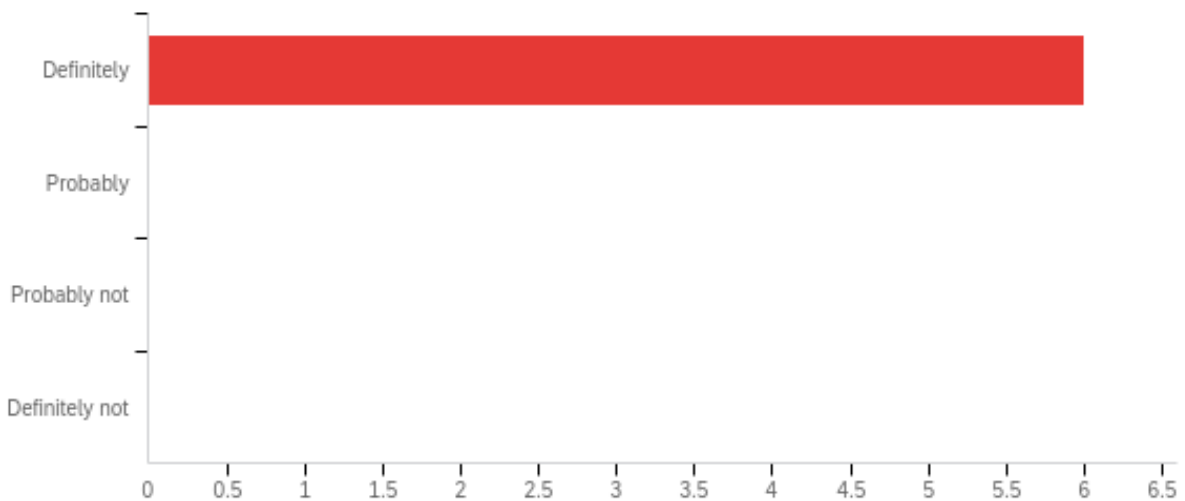
Use research and technology in designing, delivering, and/or evaluating programs and services.



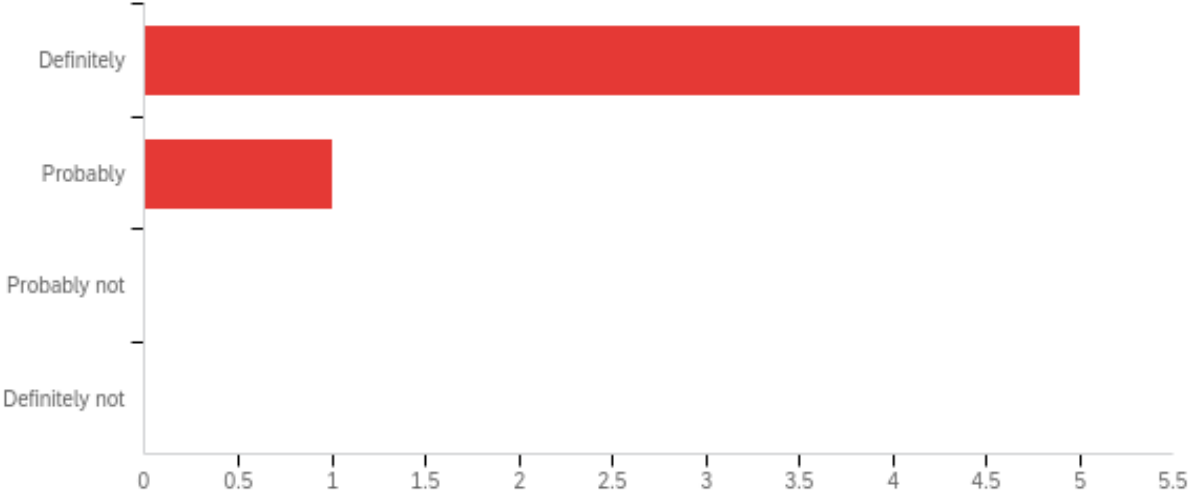
Provide services consistent with ethical, legal, and professional standards.



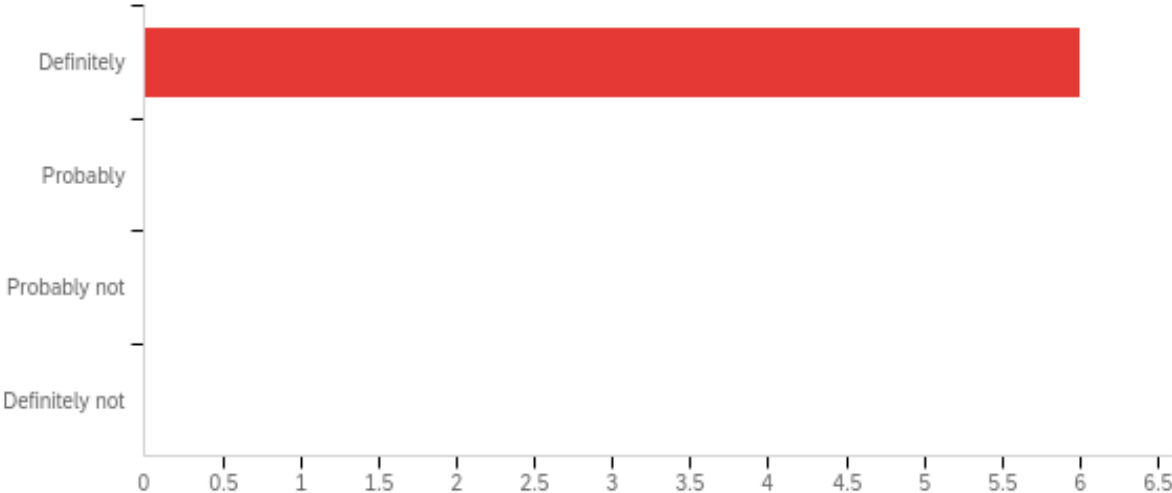
Based on your experience, would your tendency be to hire, supervise, and/or work with other Winthrop School Psychology Program graduates or recommend them to colleagues?



Did Winthrop appear to provide the preparation needed for graduates to provide quality services that positively impact children and other clients?



Would you recommend the Winthrop School Psychology Program to a well-motivated person who wanted to become a school psychologist?



What strengths, if any, do you perceive in the Winthrop School Psychology Program and its preparation of entry-level professionals?

What strengths, if any, do you perceive in the Winthrop School Psychology Program and its preparation of entry-level professionals?

I think the Winthrop School Psychology program is very strong. I think the principles and theories of school psychology is taught thoroughly. The 2 years of field practice are helpful to understand the school side of it.

General preparedness for school psychology needs, as well as having research to back practices.

Knowledge of working within an MTSS Framework. Skills in data decision making. Ability to build relationships with students, staff, and families.

She was well prepared to start her career as a school psychologist

What suggestions, if any, do you have for ways in which Winthrop might better prepare its students for entry-level positions as psychologists/school psychologists?

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I don't think this is a suggestion for Winthrop but what I've seen happen many times is that the Winthrop program (along with other School Psych programs) are beyond the practice. I think young psychs are disappointed when they bring all of their knowledge and training and realize they are in a district that is a "test and place" model. It certainly isn't Winthrop's fault and I certainly don't suggest Winthrop change a thing. I do feel that the students are very protected in their field setting and I'm seeing that they need more supervision than perhaps they used to.

Recognition of the work-load and how it can often be a lonely job.

n/a

none

General comments/suggestions:

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I get very excited when I hear we have a Winthrop candidate. I always assume or think - "that's going to be a good one".

I have worked with ___ for the past three years. He is, hands down, the best school psychologist I have worked with in my 30 years in public education. Thank you!

Thank you for continuing to provide a program that is current and relevant for the challenges that School Psychologists face today. I appreciate that you support the NASP practice model and that you prepare your students to be able to provide a comprehensive service model.