

In the tables below, evaluations of School Psychology interns by their site supervisors are summarized. Students complete a year long internship in the schools as part of the requirements for their degree. Their primary supervisor is a state educator-licensed school psychologist. We modified this evaluation form in the Fall of 2004 to be more consistent with NASP-required program areas as well as the specific objectives for the school psychology program. The core areas of school psychology skills and knowledge of areas of school psychology match to the school psychology program objectives. As can be seen in these tables, supervisors rated interns quite highly indicating a high level of skills, knowledge, and professional behavior.

## Summary of Internship evaluations Fall 2004-Spring 2008

(as rated by site based supervisors)

	<u>Fall Ratings</u>	<u>Spring Ratings</u>
<b>Core School Psychology Skills:</b>		
Ability to administer and interpret standardized assessment procedures	4.58 (.62)	4.56 (.46)
Ability to implement and interpret curriculum based assessment procedures	4.40 (.68)	4.59 (.59)
Ability to conduct and interpret functional assessment procedures	4.26 (.83)	4.58 (.57)
Ability to integrate data in making decisions	4.34 (.85)	4.63 (.59)
Ability to effectively consult with parents and teachers	4.44 (.65)	4.71 (.45)
Ability to implement intervention and prevention techniques for students with emotional/behavioral problems	4.28 (.86)	4.54 (.53)
Ability to design academic interventions using effective instructional procedures	4.32 (.73)	4.35 (.73)
Ability to assess and develop interventions for children with Developmental Delays	4.23 (.83)	4.37 (.69)
<b>Knowledge of core areas of school psychology (based on observed practices)</b>		
Knowledge of social and development bases of behavior	4.33 (.70)	4.58 (.56)
Knowledge of child development and developmental psychopathology	4.13 (.95)	4.53 (.64)
Knowledge of the functioning of schools and the role of the school psychologist	4.37 (.76)	4.67 (.53)
Knowledge and application of ethical and legal issues	4.42 (.70)	4.71 (.53)
Knowledge of research-based practice & ability to translate research into practice	4.36 (.70)	4.56 (.57)
Knowledge of technology and ability to use in day-to-day practice	4.50 (.65)	4.81 (.40)
<b>Professional and Interpersonal Skills</b>		
General professionalism and professional judgment	4.68 (.63)	4.77 (.51)
Ability to work in a collaborative manner	4.74 (.52)	4.81 (.38)
Sensitivity to needs of individuals from diverse backgrounds	4.48 (.71)	4.81 (.40)
Ability to use effective interpersonal communication skills	4.64 (.64)	4.75 (.43)
Dependability	4.68 (.69)	4.81 (.49)
Ability to work independently	4.48 (.87)	4.75 (.51)
OVERALL RATING	4.33 (.77)	4.65 (.47)

*1 = Unsatisfactory*

*2 = Needs Some Improvement*

*3 = Satisfactory or Expected*

*4 = Good to Very Good*

*5 = Outstanding*

### Summary of Praxis Exam Scores (Update April 09)

All school psychology students are required to take the national Praxis exam in school psychology. The cutoff established by NASP as “passing” is a 660. Below is a summary of Praxis scores since 2003. As can be seen, on average students scored quite well. Areas which the program may need to emphasize more based on area scores are Educational Foundations and Ethical / Legal issues.

	USU Avg	Praxis Average Performance Range
Total School Psychology Score	713	660-750
	Average of Scores (raw scores converted to percentile scores)	Percent of students scoring within or above Praxis average range
Diagnosis and Fact Finding	81%	89%
Prevention and Intervention	78%	97%
Applied Psychological Foundations	79%	97%
Applied Educational Foundations	67%	77%
Ethical and Legal Considerations	76%	83%

## Summary of End of the Program Evaluations (2002-2008) – Updated April 2009

Students are requested to complete this evaluation form at the end of their internship year.

Ratings are on a scale of 1 to 5 with 1 being “not prepared/poor quality” and 5 being “very prepared/extremely high quality”

	<u>Mean</u>	<u>(sd)</u>
The extent to which the program at USU prepared you for your internship	4.48	(.57)
The extent to which the program at USU prepared you to obtain a job as a school psychologist	4.65	(.55)
The overall quality of training at USU	4.64	(.47)

### Sample Comments

*What aspects of your training at Utah State have you found the most helpful during your internship year and job-hunt process?*

Learned how to effectively consult with teachers and parents  
Knowledge and experience with RTI; ability to conduct a thorough FBA  
Training on the RTI process  
Training in RTI, behavioral interventions, consultation, and mental health disorders  
Clinical experiences we receive is a great strength of the program  
I received great assessment and behavioral intervention training  
Training in assessments and development / implementation of interventions the most helpful  
Consultation and behavioral interventions  
Assessment / report writing; practicum in the clinic  
Strong background in behavior principles and assessment  
Outstanding training in assessment, general areas of psychology, psychopathology  
Focus on consultation and counseling  
Counseling skills with young children  
Training in academic and behavioral interventions

*What areas of training at Utah State do you believe are lacking or could be improved upon?*

Limited experience with low SES and moderate/severe intellectual disabilities  
More behavior training  
More interventions for secondary education  
More individual therapy experience  
More practice with interventions, especially in the school setting  
More daily details of the school (e.g., IEPs and writing goals)  
More on pre-referral process for special education  
More experience with middle school and preschool children  
More training on goal-setting and paperwork (IEP)  
More training in grief and suicide issues