

CAEP Annual Reporting Measure

3. Satisfaction of employers and employment milestones (A.4.1)

In 2019, the following programs created a standards-based employer satisfaction survey: Educational Diagnostician, Reading Specialist, School Psychology MS, and School Psychology PhD. Below is a copy of each program's survey. The Principal and Superintendent programs developed a plan for collection of employer satisfaction data using the CAEP template for development of data collection plans.

Fall 2019 M.Ed. Educational Diagnostician Completer Employer Satisfaction

Start of Block: Default Question Block

Q1 Your information:

Your Name: (4) _____

Name of your district or cooperative 8)

Click to write Form Field 3 (9)

Q47 Number of years in current position

Q48 Do you hold the educational diagnostician certification?

- Yes (1)
- No (2)
- Currently working on obtaining (3)
-

Q45 [\\${m://FirstName}](#) [\\${m://LastName}](#) and their years of employment in district:

▼ less than 1 year (1) ... 3 years (4)

1 = Not Prepared: The SFA Educational Diagnostician graduate does not demonstrate the characteristics/disposition or ability to perform this professional responsibility when provided with experience and supervision and is in need of more intense direct supervised assistance.

2 = Minimally Prepared: The SFA Educational Diagnostician graduate has demonstrated some of the characteristics/dispositions or ability to perform this professional responsibility but on a limited basis with more opportunities needed to develop consistency or assure competency. Close supervision may continue to be needed to demonstrate this professional responsibility.

3 = Adequately Prepared: The SFA Educational Diagnostician graduate has competently demonstrated the characteristic/disposition or ability to perform this professional responsibility. More experience may be beneficial but is not needed for competency attainment.

4 = Highly Prepared: The SFA Educational Diagnostician graduate has demonstrated strong skill or characteristic/disposition development of this professional responsibility and can independently perform the task with no supervision.

Q46 Length of time that you have supervised [\\${m://FirstName}](#) [\\${m://LastName}](#).

▼ less than 6 months (1) ... 3 years (4)

Q12 Please rate your satisfaction of $\{m://FirstName\} \{m://LastName\}$'s preparation in being able to fulfill the responsibilities of an educational diagnostician. The following rating scale will be used to determine the level of preparedness.

	1 Not Prepared (1)	2 Minimally Prepared (2)	3 Adequately Prepared (3)	4 Highly Prepared (4)
Preparedness (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13 Please rate your satisfaction of $\{m://FirstName\} \{m://LastName\}$'s preparation in being able to fulfill the responsibilities of the following: APS 1: Assessment and TAC §239.83. Standard VI. The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

	1 Not Prepared (1)	2 Minimally Prepared (2)	3 Adequately Prepared (3)	4 Highly Prepared (4)
Using valid and reliable assessment practices to minimize bias. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 Constructive comments for continuation of beneficial program practices you experienced and/or program improvement recommendations (optional):

Q15 Please rate your satisfaction of $\{m://FirstName\} \{m://LastName\}$'s preparation in being able to fulfill the responsibilities of the following:

APS 1: Assessment and TAC §239.83. Standard V. The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

	1 Not Prepared (1)	2 Minimally Prepared (2)	3 Adequately Prepared (3)	4 Highly Prepared (4)
Understanding of and respect for similarities and differences in human growth and development for individuals with exceptionalities. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 Constructive comments for continuation of beneficial program practices you experienced and/or program improvement recommendations (optional):

Q17 Please rate your satisfaction of [\\${m://FirstName}](#) [\\${m://LastName}](#)'s preparation in being able to fulfill the responsibilities of the following:

APS 1: Assessment and TAC §239.83. Standard IV. The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

	1 Not Prepared (1)	2 Minimally Prepared (2)	3 Adequately Prepared (3)	4 Highly Prepared (4)
Identification and use of accommodations and modifications based on characteristics of an individual. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18 Constructive comments for continuation of beneficial program practices you experienced and/or program improvement recommendations (optional):

Q19 Please rate your satisfaction of [\\${m://FirstName}](#) [\\${m://LastName}](#)'s preparation in being able to fulfill the responsibilities of the following:

APS 1: Assessment and TAC §239.83. Standard V. The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

	1 Not Prepared (1)	2 Minimally Prepared (2)	3 Adequately Prepared (3)	4 Highly Prepared (4)
Determining special education eligibility. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20 Constructive comments for continuation of beneficial program practices you experienced and/or program improvement recommendations (optional):

Q21 Please rate your satisfaction of [\\${m://FirstName}](#) [\\${m://LastName}](#)'s preparation in being able to fulfill the responsibilities of the following:

APS 2: Curricular Content Knowledge and TAC §239.83. Standard X. The educational diagnostician knows and understands appropriate curricula and instructional strategies for

individuals with disabilities.

	1 Not Prepared (1)	2 Minimally Prepared (2)	3 Adequately Prepared (3)	4 Highly Prepared (4)
Using knowledge of general and specialized curricula to coordinate or align educational standards to the needs of the individual with exceptionalities. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22 Constructive comments for continuation of beneficial program practices you experienced and/or program improvement recommendations (optional):

Q23 Please rate your satisfaction of `$(m://FirstName) $(m://LastName)`'s preparation in being able to fulfill the responsibilities of the following:

APS 3: Programs, Services, and Outcomes and TAC §239.83. Standard VII. The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and

instruction.

	1 Not Prepared (1)	2 Minimally Prepared (2)	3 Adequately Prepared (3)	4 Highly Prepared (4)
Using understanding of cultural, social, economic diversity, and individual learner differences to develop the IEP supports and services for individuals with exceptionalities. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24 Constructive comments for continuation of beneficial program practices you experienced and/or program improvement recommendations (optional):

Q25 Please rate your satisfaction of [\\${m://FirstName}](#) [\\${m://LastName}](#)'s preparation in being able to fulfill the responsibilities of the following:

APS 3: Programs, Services, and Outcomes and TAC §239.83. Standard X. The educational diagnostician knows and understands appropriate curricula and instructional strategies for

individuals with disabilities.

	1 Not Prepared (1)	2 Minimally Prepared (2)	3 Adequately Prepared (3)	4 Highly Prepared (4)
Applying your knowledge of assessment theories, evidence-based practices and relevant laws to advocate for IEP supports and services for individuals with exceptionalities. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q26 Constructive comments for continuation of beneficial program practices you experienced and/or program improvement recommendations (optional):

Q27 Please rate your satisfaction of $\{m://FirstName\} \{m://LastName\}$'s preparation in being able to fulfill the responsibilities of the following:

APS 4: Research and Inquiry and TAC §239.83. Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and

responsibilities.

	1 Not Prepared (1)	2 Minimally Prepared (2)	3 Adequately Prepared (3)	4 Highly Prepared (4)
Knowing models, theories, philosophies and research methods that form the basis for evidence-based practices in special education. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q28 Constructive comments for continuation of beneficial program practices you experienced and/or program improvement recommendations (optional):

Q29 Please rate your satisfaction of [\\${m://FirstName}](#) [\\${m://LastName}](#)'s preparation in being able to fulfill the responsibilities of the following:

APS 4: Research and Inquiry and TAC §239.83. Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

	1 Not Prepared (1)	2 Minimally Prepared (2)	3 Adequately Prepared (3)	4 Highly Prepared (4)
Using your knowledge of research literature to inform your professional practice. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q30 Constructive comments for continuation of beneficial program practices you experienced and/or program improvement recommendations (optional):

Q31

Please rate your satisfaction of $\{m://FirstName\}$ $\{m://LastName\}$'s preparation in being able to fulfill the responsibilities of the following:

APS 5: Leadership and Policy and TAC §239.83. Standard III. The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

	1 Not Prepared (1)	2 Minimally Prepared (2)	3 Adequately Prepared (3)	4 Highly Prepared (4)
Modeling respect and ethical practice for all individuals and encouraging challenging expectations for individuals with exceptionalities. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q32 Constructive comments for continuation of beneficial program practices you experienced and/or program improvement recommendations (optional):

Q33

Please rate your satisfaction of $\{m://FirstName\}$ $\{m://LastName\}$'s preparation in being able to fulfill the responsibilities of the following:

APS 5: Leadership and Policy and TAC §239.83. Standard III. The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

	1 Not Prepared (1)	2 Minimally Prepared (2)	3 Adequately Prepared (3)	4 Highly Prepared (4)
Creating and maintaining a collegial and productive work environment that respects and safeguards the rights of individuals with exceptionalities. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q34 Constructive comments for continuation of beneficial program practices you experienced and/or program improvement recommendations (optional):

Q35 Please rate your satisfaction of [\\${m://FirstName}](#) [\\${m://LastName}](#) in being able to fulfill the responsibilities of the following:

APS 6: Professional and Ethical Practice and TAC §239.83. Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

	1 Not Prepared (1)	2 Minimally Prepared (2)	3 Adequately Prepared (3)	4 Highly Prepared (4)
Promoting respect for individuals with exceptionalities and facilitating professional and ethical practice. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q36 Constructive comments for continuation of beneficial program practices you experienced and/or program improvement recommendations (optional):

Q37 Please rate your satisfaction of $\{m://FirstName\}$ $\{m://LastName\}$'s preparation in being able to fulfill the responsibilities of the following:

APS 6: Professional and Ethical Practice and TAC §239.83. Standard 1 The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.

	1 Not Prepared (1)	2 Minimally Prepared (2)	3 Adequately Prepared (3)	4 Highly Prepared (4)
Understanding the history of special education, its legal policies, ethical standards, and emerging issues. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q38 Constructive comments for continuation of beneficial program practices you experienced and/or program improvement recommendations (optional):

Q39 Please rate your satisfaction of $\{m://FirstName\}$ $\{m://LastName\}$'s preparation in being able to fulfill the responsibilities of the following:

APS 7: Collaboration and TAC §239.83. Standard III. The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside

agencies, and related service personnel.

	1 Not Prepared (1)	2 Minimally Prepared (2)	3 Adequately Prepared (3)	4 Highly Prepared (4)
Understanding the significance of collaboration with education colleagues, families, related service providers, and others from the community to resolve conflicts and build consensus. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q40 Constructive comments for continuation of beneficial program practices you experienced and/or program improvement recommendations (optional):

Q41

Please rate your satisfaction of `#{m://FirstName}` `#{m://LastName}`'s preparation in being able to fulfill the responsibilities of the following:

APS 7: Collaboration and TAC §239.83. Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

	1 Not Prepared (1)	2 Minimally Prepared (2)	3 Adequately Prepared (3)	4 Highly Prepared (4)
Possessing current knowledge of ethical and legal issues. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q42 Constructive comments for continuation of beneficial program practices you experienced and/or program improvement recommendations (optional):

End of Block: Default Question Block

Employer Satisfaction Survey of SFASU M.Ed. Reading Specialist Completer

Start of Block: Default Question Block

Q1 In an effort to continuously improve the quality of the graduate Reading Specialist program and stay in compliance with accreditation expectations, this survey attempts to determine the district's level of satisfaction with the preparation of graduates who may or may not have moved into a Reading Specialist/Instructional Specialist role. Some graduates may have continued as classroom teachers.

Q2

Name of District: (1) _____

Your Name: (2) _____

Position: (3) _____

Name of the SFA Reading Specialist graduate being evaluated: (4)

How long has the SFA Reading Specialist graduate been employed in your district/school? (5) _____

Position that the SFA Reading Specialist graduate currently holds: (6)

Q3 Size of District:

▼ 1A (1) ... 6A (6)

Q4 Are you responding on behalf of the district or campus?

▼ District (1) ... Campus (2)

Q5 Which certification(s) do you hold? Check all that apply:

Superintendent (1)

Principal/Mid-Management (2)

Reading Specialist (3)

Other (4) _____

Q6 For the following questions, please rate your satisfaction of the SFA Reading Specialist graduate's preparation in being able to fulfill the responsibilities of a Reading Specialist. The following rating scale will be used to determine the level of preparedness. Although the graduate may not be employed as a Reading Specialist, that term will be used throughout this survey for consistency.

1 = Not Prepared: The SFA Reading Specialist graduate does not demonstrate the characteristics/disposition or ability to perform this professional responsibility when provided with experience and supervision and is in need of more intense direct supervised assistance.

2 = Minimally Prepared: The SFA Reading Specialist graduate has demonstrated some of the characteristics/dispositions or ability to perform this professional responsibility but on a limited basis with more opportunities needed to develop consistency or assure competency. Close supervision may continue to be needed to demonstrate this professional responsibility.

3 = Adequately Prepared: The SFA Reading Specialist graduate has competently demonstrated the characteristic/disposition or ability to perform this professional responsibility. More experience may be beneficial but is not needed for competency attainment.

4 = Highly Prepared: The SFA Reading Specialist graduate has demonstrated strong skill or characteristic/disposition development of this professional responsibility and can independently perform the task with no supervision.

Q7 Please rate your satisfaction of the SFA graduate's preparation in being able to fulfill the responsibilities of the following: TX I: Components of Reading: The Reading Specialist demonstrates foundational reading knowledge EC-12.

- Highly Prepared (1)
- Adequately Prepared (2)
- Minimally Prepared (3)
- Not Prepared (4)

Q11 Constructive comments for continuation of beneficial program practices and/or program improvement recommendations (optional):

Q8 Please rate your satisfaction of the SFA graduate's preparation in being able to fulfill the responsibilities of the following: TX III: Strengths and Needs of Individual Students: The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development.

- Highly Prepared (1)
- Adequately Prepared (2)
- Minimally Prepared (3)
- Not Prepared (4)

Q12 Constructive comments for continuation of beneficial program practices and/or program improvement recommendations (optional):

Q9 Please rate your satisfaction of the SFA graduate's preparation in being able to fulfill the responsibilities of the following: TX II: Assessment and Instruction: The Reading Specialist

uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction.

- Highly Prepared (1)
 - Adequately Prepared (2)
 - Minimally Prepared (3)
 - Not Prepared (4)
-

Q13 Constructive comments for continuation of beneficial program practices and/or program improvement recommendations (optional):

Q10 Please rate your satisfaction of the SFA graduate's preparation in being able to fulfill the responsibilities of the following: TX IV: Professional Knowledge and Leadership: The Reading Specialist participates and takes a leadership role.

- Highly Prepared (1)
 - Adequately Prepared (2)
 - Minimally Prepared (3)
 - Not Prepared (4)
-

Q14 Constructive comments for continuation of beneficial program practices and/or program improvement recommendations (optional):

Q15 Please click the arrow below to submit the survey.

School Psychology Internship Distal Evaluation

Start of Block: Default Question Block

Q1 Stephen F. Austin State University Internship Distal Evaluation Employee Satisfaction Survey of SFASU MA LSS P/ PhD LSSP and/or LP

Q2 Please complete the sections below. You will be evaluating: [\\${m://ExternalDataReference}](#)

- Last Name: (1) _____
 - First Name: (2) _____
 - Address: (3) _____
 - Phone Number: (4) _____
 - Position of Evaluator: (5) _____
 - Number of years in current position: (6) _____
 - Do you have a Licensure of LSSP or LP? (7) _____
 - Name of District /Organization (8) _____
-

Q16

Please rate your satisfaction of the SFA graduate's preparation in being able to fulfill the responsibilities of a LSSP/LP. The following rating scale will be used to determine the level of preparedness.

1. Not prepared

- 2. Minimally prepared
 - 3. Adequately prepared
 - 4. Highly prepared
-

Q3 **AIM:** Research --- competent in scholarly activities; including involvement in school based research. **Competencies:** competent in collecting and analyzing empirical research in order to develop knowledge and skills for the practice of psychology, as well as a disposition for scholarly inquiries, have ability to conduct and present scholarly research, communicates scholarly research, conducts original research, presents and discusses research that can be applied to school-based practice.

- 1. Not prepared (1)
 - 2. Minimally prepared (2)
 - 3. Adequately prepared (3)
 - 4. Highly prepared (4)
-

Q15 Constructive comments for improving program and/or practice recommendations (Optional)

Q22 **AIM:** Ethical and Legal Standards-Competent in presenting self as a knowledgeable health service psychologist and behave in a manner consistent with ethical guidelines, state

laws, and federal regulations. **Competency:** knowledge of and incorporates ethical and professional standards in the delivery of psychological services.

- 1. Not prepared (1)
 - 2. Minimally prepared (2)
 - 3. Adequately prepared (3)
 - 4. Highly prepared (4)
-

Q24 Constructive comments for improving program and/or practice recommendations (Optional)

Q25 **AIM:** Individual and Cultural Diversity-- knowledge, sensitivity, awareness, and skills needed to deliver high quality services to diverse populations. **Competencies:** competent in multicultural knowledge and awareness in regards to ethnicity, race, religion, socio-economic status, gender, and sexual orientation, capable of multicultural competence in delivery of psychological services.

- 1. Not prepared (1)
 - 2. Minimally prepared (2)
 - 3. Adequately prepared (3)
 - 4. Highly prepared (4)
-

Q26 Constructive comments for improving program and/or practice recommendations (Optional)

Q27 **AIM:** Communication and Interpersonal Skills- have the ability to relate effectively and professionally with others to form collaborative working relationships and communicate complex information clearly. **Competencies:** Be competent in written and oral communication of the results and recommendations of evaluations to the student, the students, parents, and a multi-disciplinary team, knowledge and skills to respond to school-aged children who are in a state of crisis.

- 1. Not prepared (1)
- 2. Minimally prepared (2)
- 3. Adequately prepared (3)
- 4. Highly prepared (4)

Q28 Constructive comments for improving program and/or practice recommendations (Optional)

Q29 AIM: Assessment-- able to select and apply assessment methods that draw from empirical literature and that reflect the science of measurement and psychometrics, and can collect relevant data using multiple sources and methods to define problem areas, strengths, and needs. **Competencies:** When conducting evaluations (i.e. psychoeducational evaluations, functional behavior assessments, counseling evaluations, etc.) of school-aged children with a variety of presenting problems and educationally related issues. The intern has competence in accurately selecting, administering, and interpreting empirically validated assessment s and informal data collection tools, competence in determining the diagnoses of common disabilities in children and adolescents, competence in conducting a system-wide screening for a variety of presenting problems and educationally related issues.

- 1. Not prepared (1)
- 2. Minimally prepared (2)
- 3. Adequately prepared (3)
- 4. Highly prepared (4)

Q30 Constructive comments for improving program and/or practice recommendations (Optional)

Q31 AIM: Assessment-- able to select and apply assessment methods that draw from empirical literature and that reflect the science of measurement and psychometrics, and can collect relevant data using multiple sources and methods to define problem areas, strengths, and needs. **Competencies:** When conducting evaluations (i.e. psychoeducational evaluations, functional behavior assessments, counseling evaluations, etc.) of school-aged children with a variety of presenting problems and educationally related issues. The intern has competence in accurately selecting, administering, and interpreting empirically validated assessment s and informal data collection tools, competence in determining the diagnoses of common disabilities

in children and adolescents, competence in conducting a system-wide screening for a variety of presenting problems and educationally related issues.

- 1. Not prepared (1)
 - 2. Minimally prepared (2)
 - 3. Adequately prepared (3)
 - 4. Highly prepared (4)
-

Q32 Constructive comments for improving program and/or practice recommendations (Optional)

Q33 **AIM:** Intervention - Able to apply empirical and problem solving based approaches to interventions for individuals, groups, and systems; select and apply intervention techniques and methods that are evidence based; and can apply multiple methods to address the diverse needs of individuals, families, and systems. **Competencies:** competent in effectively developing and directly implementing evidence-based interventions to increase the social, Behavioral, and emotional functioning of students, competent in effectively implementing system-wide prevention/intervention services.

- 1. Not prepared (1)
 - 2. Minimally prepared (2)
 - 3. Adequately prepared (3)
 - 4. Highly prepared (4)
-

Q34 Constructive comments for improving program and/or practice recommendations (Optional)

Q35 **AIM:** Supervision-- has an understanding of professional growth through experiences as supervisees and will have gained the necessary knowledge and skills needed to provide clinical supervision of the mental health providers given responsibility to manage throughout your careers. **Competencies:** can effectively identify when supervision is needed and incorporates supervision into service delivery, competent and knowledgeable in models of clinical supervision and deliver adequate and effective supervision of others practicing school psychology.

- 1. Not prepared (1)
- 2. Minimally prepared (2)
- 3. Adequately prepared (3)
- 4. Highly prepared (4)

Q36 Constructive comments for improving program and/or practice recommendations (Optional)

Q37 AIM: Consultation and Interpersonal /Interdisciplinary Skills - have knowledge and skills related to collaboration and consultation with families and professionals. Within and across settings, and are able to work with individuals. **Competencies:** competent in identifying the problem during the consultation process, competent in developing a plan with other professionals and parents on behalf of their clients, competent in collaborating during the implementation of the intervention during the consultation process, competently report the results of consultation to relevant stakeholders.

- 1. Not prepared (1)
 - 2. Minimally prepared (2)
 - 3. Adequately prepared (3)
 - 4. Highly prepared (4)
-

Q38 Constructive comments for improving program and/or practice recommendations (Optional)

Q39 Overall Goal: Our overall goal is for each graduate to be fully prepared for the entry-level practice of professional psychology in an educational setting.

- 1. Not prepared (1)
 - 2. Minimally prepared (2)
 - 3. Adequately prepared (3)
 - 4. Highly prepared (4)
-

Q41 Please inform us of any other features of the training program that you believe will be useful to us. Is there a professional skill we need to emphasize more? Are we emphasizing a professional skill that has little relevance? Are there professional skills that are especially relevant?
