Supervisor Survey Results

Question #1 – What strengths do you see in the training and dispositions of ESU school psychologists?

Responses:
1. Better understanding of diversity and anticipation that we live in a litigious society.
2. Team oriented, has good supervisory skills, good people skills, good knowledge of test materials
3. I thought it was very thorough and provided the intern with a very comprehensive training period.
4. Very willing to learn and grow as a professional.

Question #2 – What weaknesses do you see in the training and dispositions of ESU school psychologists?

Responses:
1. Standardized testing administration is weak and work ethic overall has declined.
2. Possibly to understand that in place procedures and evaluation materials have been used for several years and are not necessarily something to discard as soon as possible.
3. Providing exposure to a variety of methods to conduct testing for Learning Disabilities (i.e. Cognitive Processing Model and RtI only model).
4. Non-teachers going into the school environment with little knowledge of classrooms and interventions.

Question #3 – What new and emerging trends do you see in the field that ESU faculty need to be mindful or observant of as they prepare future school psychologists?

Responses:
1. Thorough understanding of special and reg ed law and procedures, more technology training (while being prepared for school districts who do not have $$ to purchase newer technology).
2. Changing in evaluation procedures, more and more mainstreaming of services, seeing the classroom teacher as highly important in the delivery of special ed services.
3. Again, to be open minded in training in different methods of assessing LD. It seems that ESU promotes an RtI only model diagnosing learning disabilities. New school psychologists need to be aware of the differing schools of thought in the field (i.e. Cognitive Processing Model).
4. MTSS and RtI

Question #4 – What recommendations do you have for training outstanding school psychologists in the future?

Responses:
1. More hands-on experience with students with disabilities and focus on collaboration with other professionals. It is important that school psych students enter the field well-equipped regarding how to access supports for students, parents, and school personnel, how to effectively collaborate with school personnel and outside agencies and use effective problem-solving skills.
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2. If you continue to train them like Tommie Edmiston/Gonzalez, you will have done a commendable job.
3. Continue the excellent guidance in supervision and instruction. Perhaps more case studies of evaluations to be presented and discussed.
4. None

Kansas Educator Survey Results
Question #1 – What strengths do you see in the training and dispositions of ESU school psychologists?
Responses:
1. Collaborative
2. Knowledge of sped law
3. Ours have been exceptional in their abilities to work with a wide variety of students. They have all been well rounded in their training and well versed with the legalities of their trade.

Question #2 – What weaknesses do you see in the training and dispositions of ESU school psychologists?
Responses:
1. Lack of training in MTSS, lack of knowledge concerning assessments, PLC’s
2. Not enough understanding of MTSS/RtI and implementation at secondary (weaknesses for everyone at this time!)
3. No major weaknesses, but staying abreast of the bullying/aggressive behavior epidemic will be vital for the future.

Question #3 – What new and emerging trends do you see in the field that ESU faculty need to be mindful or observant of as they prepare future school psychologists?
Responses:
1. MTSS, PLC, and the use of data by teachers to plan instruction, FBA and BIP not just for students with special needs, positive behavioral supports
2. RtI, RtI cognitive processing; big debates in our district as it relates to LD identification. Should we be looking into processing or not? Does it really make a difference to assess?
3. Again – dealing with aggressive type behaviors and the “you can’t do anything to me” attitude of many of the youth today.

Question #4 – What recommendations do you have for training outstanding school psychologists in the future?
Responses:
1. MTSS, PLC, and the use of data by teachers to plan instruction, FBA and BIP not just for students with special needs, positive behavioral supports
2. People skills are critical. I know great psychs with terrible people skills. Since they still play the role of gate keeper in many places, they have to be able to do it gracefully!
3. None.