## Measure 2. Satisfaction of Employers and Stakeholder Involvement

The following table provides information on the ability of advanced level licensure program completers (EdS) to demonstrate the necessary competencies for an entry level school psychologist, as evaluated by district-level supervisors of school-based internship experiences. These data are specific to the current completer year (2020-2021) for CAEP Annual Report.

Note: evaluations for Field Practicum are	NASP Domain												
completed for each student across two settings during a single academic year. Scale: 1=minimal competence 2=adequate competence 3=emerging professional competence 4=entry level professional competence 5=professional competence	2020-2021	<u>1</u>	2	3	4	5	6	Z	<u>8</u>	9	10		
A. Research										•			
1. Knowledgeable of current research relevant to the practice of school psychology	M=4.3									~			
2. Evaluates and integrates relevant research findings into professional practice	M=4.3									1			
3. Demonstrates substantially independent ability to critically evaluate and disseminate research or other scholarly activities	M=4.0									*			
4. Assists in the evaluation and interpretation of program, school, or community outcome data to design appropriate improvements	M=4.3									*			
B. Ethical and Legal Standards													
1. Is knowledgeable of and acts in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct	M=4.3										~		

2. Is knowledgeable of and act in accordance with	M=4.3										~
relevant laws, regulations, rules, and policies											
governing health service psychology at the											
organizational, local, state, regional, and federal											
levels; and relevant processional standards and											
guidelines											
3. Recognize ethical dilemmas as the arise, and	M=4.3										1
apply ethical decision-making processes in order to											
resolve the dilemmas											
4. Demonstrate ethical behavior as defined by APA	M=4.3										~
and NASP											
C. Individual and Cultural Diversity											
1. Demonstrates an understanding of how individual	M=4.3			1	<b>~</b>				~		
personal/cultural history, attitudes, and biases may											
affect understanding and interacting with people											
different from themselves											
2. Appropriately assesses and identifies meaningful	M=4.3			~	-				~		
interventions for individuals from different cultural,											
ethnic, racial, economic, linguistic, religious,											
geographic, gender, and lifestyle backgrounds											
3. Demonstrate the ability to independently apply	M=4.3			$\checkmark$	-				~		
knowledge and approach in working effectively with											
the range of diverse individuals and groups											
encountered											
				<ul> <li>✓</li> </ul>	<hr/>				<hr/>		
4. Demonstrates ability to integrate awareness and	M=4.3			v	, v				v		
knowledge of individual and cultural differences in											
the conduct of professional roles											
	fessiona	Values,	Attitud	es, and	Behavio	ors		1			
1. Demonstrates knowledge of current scientific	M=4.3			~	×	×	×			~	
literature/research and the application of these											
empirically supported assessment strategies and											
interventions into practice											

2. Demonstrates professional responsibility (e.g.,	M=4.3								v
follows appropriate procedures, completes									
documentation requirements and assignments in a									
timely manner, punctuality, confidentiality, respect									
for others, etc.)									
3. Demonstrates an understanding of the role and	M=4.3					v	v		v
function of a school psychologist within a school									
setting and adheres to all school, district, and state									
practice and policies, standard job functions, and									
performance standards									
4. Demonstrates behaviors reflective of inquiry and	M=4.3								~
a desire for professional growth and development									
evidenced by participation in self-reflection,									
supervision, knowledge of current research,									
contribution to team meetings, and self-motivation									
		E. As	sessmen	t					
1. Demonstrates the ability to select an appropriate	M=4.3	<b>~</b>		1	1	~	~		
psychological assessment battery based on a									
specific referral question									
2. Demonstrates the ability to administer, interpret,	M=4.3	~		1	~	1	1		
and integrate a variety of assessment measures									
(e.g., clinical interview, cognitive, academic,									
behavioral, social/emotional, memory, adaptive,									
motor, and language functioning)									
3. Demonstrates and understanding of child and	M=4.3	-		1	~	1	1		
adolescent learning and psychopathology and the									
ability to make differential diagnoses using special									
education and DSM-V classification systems									
4. Demonstrates the ability to develop appropriate	M=4.3	✓		✓	✓	✓	✓		
case formulations, link assessment data to									
recommendations, communicate results to various									
parties, and prepare a quality written report									
	F. Cou	nseling	and Inte	rventior	IS			•	
1. Demonstrates the ability to develop a competent	M=4.3	✓		<ul> <li>✓</li> </ul>	-				
case conceptualization and to formulate an									
appropriate treatment plan with obtainable									
therapeutic goals									
and appearing Boards	1	1	l						

2. Demonstrates the ability to select appropriate empirically validated interventions based on a student's specific needs	M=4.3	1		•	*					
3. Demonstrates the ability to implement a variety of effective interventions (individual, group, crisis intervention) and to appropriately evaluate treatment outcomes	M=4.3			•	*					
4. Demonstrates the ability to develop and maintain appropriate therapeutic relationships (e.g., build rapport, define boundaries, termination, etc.)	M=4.0			*	•					
G. Consultation and Collaboration										
1. Demonstrates the facilitation of effective problem solving through consultation and collaboration with teachers, counselors, administrators, community professionals, and family members	M=4.3		~					*		
2. Demonstrates effective utilization of consultation/collaboration skills to diffuse difficult situations and promote consensus	M=4.0		~					*		
3. Demonstrates support for other team members in the provision of services	M=4.3		1					~		
4. Demonstrates active promotion of effective change at the systems level	M=4.3		*			*	*			
H. Supervision										
1. Demonstrates knowledge of supervision models and practices	M=4.0		*							
2. Applies knowledge in direct or simulated practice or experience as psychology trainees. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision	M=4.3		*							
3. Identifies specific areas of professional development for supervision	M=4.3		1							
4. Provides effective feedback to supervisors and peers, based on adequate development of all other PWCs	M=4.3		•							