

April 7, 2006

Dear Administrator:

In an effort to provide the highest quality training, the School Psychology Program at the University of Wisconsin engages in ongoing performance-based assessment of its students and graduates. Attached is a short survey designed to provide us with feedback regarding your impressions of the work of this first year UW-Whitewater-trained school psychologist. The survey should take about 10 minutes. I have included a self-addressed envelope for your convenience.

Some of the items in this survey may be out of your knowledge base regarding this employee, and if so, please just circle the option that reads, "No Opportunity."

You are free to share your completed survey with your employee, if it is your preference. Some administrators have found it a useful tool for a year's end feedback conference.

Thank you very much for this service. We value your input highly as we seek to keep our students ready for a rapidly changing and evolving school environment. If there is anything that we at the university can do for you in the future, please do not hesitate to ask.

Yours sincerely,

Jim Larson, Ph.D., NCSP
Professor and Coordinator
School Psychology Program

Administrator Evaluation
UW-Whitewater School Psychology Program
2005-2006
n = 7

Today's Date: _____ District: _____

Name of School Psychologist: _____

Administrator: _____ Title: _____

My face-to-face contact with the school psychologist can be considered:

Regular; daily or almost Semi-Regular; weekly or almost Irregular Rare

Please circle "No Opportunity" if you lack sufficient exposure to the skill to offer a rating

1. The school psychologist was adequately prepared for the requirements of this position

Strongly Agree	Generally Agree	Mildly Disagree	Strongly Disagree	No Opportunity
4	3	2	1	

Mean: 3.714286

2. The school psychologist was competent in the timely completion of required IEP assessment obligations

Strongly Agree	Generally Agree	Mildly Disagree	Strongly Disagree	No Opportunity
4	3	2	1	

Mean: 3.857143

3. The school psychologist possessed a competent understanding of IEP legal issues

Strongly Agree	Generally Agree	Mildly Disagree	Strongly Disagree	No Opportunity
4	3	2	1	

Mean: 3.857143

4. The school psychologist engaged parents and other professionals appropriately at meetings

Strongly Agree	Generally Agree	Mildly Disagree	Strongly Disagree	No Opportunity
4	3	2	1	

Mean: 3.857143

5. The school psychologist was receptive to feedback and supervision and made adjustments accordingly

Strongly Agree	Generally Agree	Mildly Disagree	Strongly Disagree	No Opportunity
4	3	2	1	

Mean: 3.857143

6. The school psychologist was able to consult with teachers effectively on student academic problems

Strongly Agree	Generally Agree	Mildly Disagree	Strongly Disagree	No Opportunity
4	3	2	1	

Mean: 3.571429

7. The school psychologist was able to consult with teachers effectively on student behavioral problems

Strongly Agree	Generally Agree	Mildly Disagree	Strongly Disagree	No Opportunity
4	3	2	1	

Mean: 3.571429

8. The school psychologist was a strong advocate for the use of evidence-based procedures to address learning and behavioral needs

Strongly Agree	Generally Agree	Mildly Disagree	Strongly Disagree	No Opportunity
4	3	2	1	

Mean: 3.857143

9. The school psychologist was a strong advocate for the use of valid and reliable data to inform decision-making

Strongly Agree	Generally Agree	Mildly Disagree	Strongly Disagree	No Opportunity
4	3	2	1	

Mean: 3.857143

10. The school psychologist was able to consult effectively with administrative staff on building-level or system-level issues

Strongly Agree	Generally Agree	Mildly Disagree	Strongly Disagree	No Opportunity
4	3	2	1	

Mean: 4

11. The school psychologist was able to move beyond “within-child deficits” and integrate the influences of larger systems, such as classroom, family, and community, on student learning and behavior

Strongly Agree	Generally Agree	Mildly Disagree	Strongly Disagree	No Opportunity
4	3	2	1	

Mean: 3.428571

12. The school psychologist showed both sensitivity and skill in matters of student diversity, bringing this understanding to decision-making and professional activities involving students

Strongly Agree	Generally Agree	Mildly Disagree	Strongly Disagree	No Opportunity
4	3	2	1	

Mean: 3.857143

13. The school psychologist’s activities reflected a strong ethical base

Strongly Agree	Generally Agree	Mildly Disagree	Strongly Disagree	No Opportunity
4	3	2	1	

Mean: 3.857143

15. My trust in this school psychologist to effectively carry out responsibilities was earned

Strongly Agree	Generally Agree	Mildly Disagree	Strongly Disagree	No Opportunity
4	3	2	1	

Mean: 4

16. Based upon my experience with this employee, I would hire another UW-Whitewater school psychologist in the future

Strongly Agree	Generally Agree	Mildly Disagree	Strongly Disagree	No Opportunity
4	3	2	1	

Mean: 3.857143

Please respond briefly to the following:

- A. The most evident training weakness I perceived in this school psychologist was:

- B. The most evident training strength I perceived in this school psychologist was:

- C. School psychologists at UW-Whitewater should receive additional training in:

Signature

Date

Thank you very much for this important feedback. Please return in the enclosed envelope.