



Alliant International University
California School
of Education

EXIT PACKET

SCHOOL PSYCHOLOGY EDUCATION PROGRAM

STUDENT NAME: _____

CAMPUS: _____

DIRECTOR NAME: _____

EXIT DATE: _____



Alliant International University
**California School
of Education**

SCHOOL PSYCHOLOGY EDUCATION PROGRAM

Program Completion Form

Date: _____

Candidate's Name _____

Credential: _____

On the basis of my professional judgment:

_____ This candidate has successfully completed all requirements at Alliant International University and should be recommended to the commission on Teacher Credentialing for the above named teaching credential.

_____ I do not believe this candidate has successfully completed all of the requirements for the Credential.

Comments: _____

Director of School Psychology

Date

Name _____

Credential _____

Date _____

EXIT QUESTIONS FOR PROGRAM ASSESSMENT
(Oral)

1. Do you feel well prepared for today's schools?

2. In your opinion, what were the favorite and least favorite aspects of the School Psychology program?

3. Do you have any interest in continuing in Higher Education?



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STUDENT PROGRAM EVALUATION

Date of Survey:	Program Currently Enrolled: MA, Psy.D, Not Currently enrolled	
	If you have graduated which program did you graduate from: MA or Psy.D	
	If you are currently enrolled as a student, which level best reflects your status:	
	1 st yr. MA, 2 nd yr. MA, Internship, Internships & 1 st yr. Psy.D, 1 st yr. Psy.D, 2 nd yr. Psy.D, Dissertation Level	
	Please indicate which Alliant campus you currently are adjunct faculty for: Irvine, LA, SD or SF	
	DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS	
	Students have a thorough understanding of the central concepts, tools of inquiry, and structures of their fields as delineated in professional, state, and institutional standards and shown through inquiry, critical analysis, and synthesis.	Strongly Disagree=1 Strongly Agree=5
1-1-1	Professional school psychologists are able to utilize empirical data as the foundation for their decision-making within a school context.	
1-2-1	Professional school psychologists are able to utilize educational action research methodologies and procedures to conduct decision-making within a school context.	
1-2-2	Graduates of the program possess the dispositions necessary to conduct their work as school psychologists.	
1-3-1	Graduates of the program possess the ability to recognize when they may need to adjust their dispositions and find ways to adapt without compromising their ethics.	
1-3-2	School psychologist are capable of profiting from constructive feedback from their supervisors and other colleagues.	
1-4-1	The collection and analysis of data is at the cornerstone of a competent school psychologist's professional activities.	
1-4-2	Candidates and faculty review data on their performance regularly and develop plans for improvement.	
2-3-3	Group supervision is designed to facilitate the integration of course content, professional development as well as dispositional characteristics within the internship setting.	
3-2-1	The internship setting will hopefully extend the training program's conceptual framework	
3-2-2	Experiences during internship are utilized to improve the training program in all its various aspects.	
3-2-3	Interns are constantly being supervised and receiving feedback from their supervisors.	
3-2-4	Structures are in place to facilitate interactions between interns, their supervisors and their other interns.	
3-2-5	School Psychology credential students can reflect on and can justify their own practices.	
3-2-6	School Psychology credential students are considered members of the instructional team in the school and are active participants in professional decisions.	
3-2-7	Information Technology is one of the competencies that school psychology credential students possess.	
3-2-8	School psychology credential students gathering data on their own performance is a routine occurrence.	
3-2-9	Credential students must pass the Comprehensive Exam before they begin their 1200 internship.	
3-3-1	The Group Supervision context provides the interns with the opportunity to interact with other interns with the goal of improving their practice.	

3-3-4	Professional field training experiences provide students with an applied context to practice their skills and knowledge with cultural and ethnically diverse groups.	
3-3-5	Exposure to racial, cultural, and gender groups commences with admission to the program and continues throughout the training process.	
3-3-6	The various components associated with the training program are designed to train students to work with culturally and ethnically diverse children, adolescents and their families.	
4-1-1	School psychology students are able to provide direction and instruction and draw upon their own experiences and knowledge in order to convey this information.	
4-1-3	School psychology students are trained to develop psycho educational interventions that challenge children and adolescents to achieve an increased level of cognitive complexity.	
4-1-4	Students receive feedback from supervisors concerning their ability to work with culturally and ethnically diverse populations.	
4-1-5	Exposure to diverse faculty occurs on a routine basis to students throughout their training experience.	
4-1-6	Faculty who are associated with the training program are experienced with working with culturally and ethnically diverse children, adolescents, and their families.	
4-1-7	We admit students into the School/Educational psychology programs from culturally and ethnically diverse groups.	
4-1-8	Active participation in the training programs activities on the part of our culturally and ethnically diverse student population is strongly encouraged, accepted, and valued.	
4-1-9	Professional field experiences are designed to provide students with maximum exposure to diverse populations.	
4-1-10	Sustained exposure to culturally and ethnically diverse children, adolescents, and their families provide students with the ability to conduct professional activities with multicultural population with relative ease.	
4-1-11	Intellectual vitality and sensitivity to critical issues shaping the field are qualities that our faculty are known for by their students.	
5-2-2	Professional education faculty incorporate diversity issues, technology, applied field experiences and ongoing professional assessments into the didactic training of school psychology students.	
5-2-3	Shaping and molding the curriculum to meet the needs of the learner and enhance instruction are key features of the learning experience in this unit.	
5-2-4	Through the use of assessment technology, multiple forms of assessment, and data driven methodologies, the faculty trains school psychology students to practice in the 21 st century.	



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Self-Assessment/Dispositions Form

Name: _____

Date: _____

Please evaluate yourself in the following areas by putting a check in the appropriate box.

Personal Attributes	Need Assistance	Lack Experience	Feel Confident
1. Personal Image			
2. Communication Skills			
3. Initiative			
4. quality of Judgment			
5. Response to supervision			
6. Relationship with co-workers			
7. Rapport with children			
8. Sensitivity to and interest of children			
9. Appreciation and respects for the diverse needs of children from diverse ethnic, cultural and socio-economic backgrounds.			

Professional Skills	Need Assistance	Lack Experience	Feel Confident
1. Planning skills			
2. Implementation skills			
3. Organizational/Management skills			
4. Discipline skills			
5. Evaluation skills			
6. Fulfillment of professional responsibilities			
7. Potential effectiveness as a school psychologist			
8. Technology skills			

I would like assistance in the following areas:

