

Name _____

Date _____

Kent State University
School Psychology Program

Year 1 Student Self-Assessment and Progress Report

Consistent with NASP training standards, each student will be provided with written and oral feedback about his/her status in the program on an annual basis. The following areas are priorities for self-assessment and feedback for students who are completing Year 1 coursework. Students should first complete a self-assessment of the categories on this page. Then, this information should be used as a basis for responding to the prompts on the second page. This self-assessment is to be submitted to the student's advisor by June 1 of the first year.

Coursework on track

- Y N - Prospectus and program completion plan on file with advisor and in 418
 Y N - Coursework taken in appropriate sequence with grades of B or better
 Y N - Field Experience activities are in progress and required experiences are scheduled for completion prior to Practicum (if applicable)
 Y N - Application for M.Ed. graduation on file or planned at required time (if applicable)

Please rate the following according to this scale:

1	2	3	4	5
Substantial Improvement Needed		Appropriate for Level of Training		Exceptional for Level of Training

Personal and interpersonal functioning

- Effective management of personal stress
- Engagement in wellness activities
- Demonstrated ability to maintain appropriate level of concentration, focus, and commitment to graduate study and professional demeanor in academic, social, and field-based settings
- Formulation of realistic professional goals for self
- Appropriate level of preparation and responsibility for learning
- Appropriately self-reliant and self-reflective
- Seeks clarification when appropriate
- Open to feedback/suggestions
- Demonstrates follow-through, meets commitments
- Demonstrates understanding of professional boundaries and multiple roles

Professional deportment and commitment to profession

- Professional dress and demeanor
- Demonstrates interest and commitment to the profession and the program, as shown by engagement in relevant program and field-based activities
- Maintains appropriate learning/work pace
- Development of entry-level portfolio completed
- Appropriate involvement in professional development activities (e.g., professional associations, volunteer or assistantship activities)
- Appropriate interaction with peers, faculty, colleagues, staff, and supervisors
- Awareness of impact of own actions on colleagues (faculty and students)
- Completion of assigned tasks in a timely fashion and in an acceptable format
- Shows collaboration with peers and faculty

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Areas of Strength

Goals for Professional Enhancement	Strategies to Achieve Goals

Student questions/supports: