

**Kent State University
School Psychology Ed.S. 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 complete a self-assessment of the categories on this page. Following, 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 students' advisor by April 15th of the first year.

Coursework On Track

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Plan of Study and program completion plan on file with advisor and in 418
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Coursework taken in appropriate sequence with grades of B or better
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Field Experience activities are in progress and required experiences are scheduled for completion prior to Practicum (if applicable)
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Application for M.Ed. graduation on file or planned at required time (if applicable)

Skill Area Progress Ratings (assessed using the following 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

Name: _____ Date: _____

Areas of Strength

Goals for Professional Enhancement	Strategies to Achieve Goals

Student Questions/Supports:

NOTE: Behavior that the SPSY faculty observe in class reflect potential behavior in the field. Each of the goals for professional development identified will be monitored closely by all SPSY faculty and evaluated again prior to you entering internship.