

Kent State University
Doctoral Program in School Psychology

Year 1 Ph.D. Student Self-Assessment and Progress Report

Name _____ Date _____

Consistent with the APA Committee on Accreditation's (CoA) *Guidelines and Principles* and the NASP training standards, each student will be provided with written feedback about his/her status in the program on an annual basis. The following areas are priorities for self-assessment and feedback for students at the conclusion of Year 1 of doctoral study. Students should complete a self-assessment of the categories on this page, and utilize this information 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 of doctoral study, together with a copy of the student's current CV. All program faculty will review the student's progress, and written and oral feedback will be provided in an individual conference with the student's advisor by the beginning of the fall semester.

Coursework on track

- | | | |
|---|---|--|
| Y | N | - M.Ed. prospectus and Ph.D. 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

Name_____ Date_____

Areas of Strength

Goals for Professional Enhancement	Strategies to Achieve Goals

Goals for Program Enhancement	Specific Suggestions for Meeting Goals

Student questions/supports: