Kent State University

School Psychology Ph.D. Program

Student Annual Self-Evaluation (SASE) – Year 1

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| --- | --- | --- | --- |
| Student: |  | Banner ID#: |  |
| Faculty Advisor: |  | 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 and oral feedback about activities the student has engaged over the previous academic year. The following competencies are priorities for self-assessment and program feedback for students who are completing Year 1 of study. Students should complete a self-assessment indicating professional accomplishments during the past year, coursework grades, and self-ratings associated with each Profession-Wide Competency (PWC); and, utilize this information as the basis for responding to prompts on the final page. This self-assessment is to be submitted to the student’s advisor during the first year of doctoral study. All program faculty will review the student’s progress, and written feedback will be provided to the student during the Summer months.

**Progress Ratings** (assess using the following scale):

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | **2** | **3** | **4** |
| **Unsatisfactory** | **Developing** | **Satisfactory** | **Outstanding** |
| *The student consistently performs poorly and needs improvement. A specific plan and period of time should be established to improve performance in this competency.* | *The student is developing specific skills and making progress but requires additional training and/or supervisory support to begin demonstrating essential components of this competency.* | *The student possesses sufficient skills and can demonstrate key conceptual or procedural aspects of this competency independently in almost all instances.* | *The student can consistently and independently demonstrate the competency and is prepared to supervise or lead others in this area.* |

**Progress Towards Professional Involvement and Directed Research:** During the Annual Review, faculty review progress towards the completion of successive professional/research experiences.

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| Please list any local, regional, state, or national professional organizations that you have joined or maintained membership: |  |

**Foundational/Domain Specific Knowledge (Coursework Grades)**

During the Annual Review, faculty review courses taken, noting grades (include grades below “B” and Incomplete) and overall grade point average (GPA).

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| Please identify any courses that you did not achieve a grade of “B” or better, or received an IN grade: |  |
| Please indicate your overall GPA for the prior year: |  |

**Profession-Wide Competencies (PWC):** Please indicate your progress using the ratings.

**Progress Ratings** (assess using the following scale):

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | **2** | **3** | **4** |
| **Unsatisfactory** | **Developing** | **Satisfactory** | **Outstanding** |
| *The student consistently performs poorly and needs improvement. A specific plan and period of time should be established to improve performance in this competency.* | *The student is developing specific skills and making progress but requires additional training and/or supervisory support to begin demonstrating essential components of this competency.* | *The student possesses sufficient skills and can demonstrate key conceptual or procedural aspects of this competency independently in almost all instances.* | *The student can consistently and independently demonstrate the competency and is prepared to supervise or lead others in this area.* |

**Research**

|  |  |
| --- | --- |
|  | Demonstrates knowledge/application conducting literature searches and research evaluation. |
|  | Demonstrates knowledge/application in research methodology, design, and data analysis; and, is able to utilize their knowledge to critically evaluate research literature. |
|  | Exhibits the ability to design and conduct research. |
|  | Exhibits the ability to analyze, interpret, and present their research findings. |
| **Competency Area Total\_\_\_\_\_/16**(Must obtain minimum of 8) |

**Ethical and Legal Standards**

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| --- | --- |
|  | Demonstrates knowledge/application of APA/NASP Ethical Guidelines |
|  | Demonstrates knowledge/application of other statutes regulating professional practice. |
|  | Demonstrates concern for client welfare. |
|  | Demonstrates appropriate client-school psychologist relationships. |
| **Competency Area Total\_\_\_\_\_/16**(Must obtain minimum of 8) |

**Individual and Cultural Diversity**

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|  | Demonstrates knowledge, sensitivity, and commitment to the needs of children. |
|  | Demonstrates knowledge, sensitivity, and commitment to the needs of parents. |
|  | Demonstrates knowledge, sensitivity, and commitment to the needs of teachers. |
|  | Demonstrates knowledge, sensitivity, and commitment to the needs of school administrators. |
|  | Demonstrates knowledge, sensitivity, and commitment to the needs of other school staff (e.g., social workers, counselors, therapists, etc.). |
|  | Demonstrates capacity to integrate knowledge to the needs, resources, and priorities for individuals from different cultural backgrounds (including differences in age, race/ethnicity, gender, SES, sexual orientation, disability, religion, national origin, etc.). |
| **Competency Area Total\_\_\_\_\_/24**(Must obtain minimum of 12) |

**Professional Values, Attitudes, and Behaviors**

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| --- | --- |
|  | Appropriate interaction with peers, colleagues, staff, trainees, etc. |
|  | Appropriate involvement in professional development activities (e.g., professional associations). |
|  | Appropriate manifestation of professional identity, as demonstrated by attire and behavior judged by faculty and field-based partners to be appropriate for educational settings. |
|  | Awareness of impact on colleagues (faculty and students). |
|  | Completion of assigned tasks in a timely fashion and in an acceptable format |
|  | Appropriately self-reliant. |
|  | Appropriately self-critical. |
|  | Open to feedback/suggestions. |
|  | Accepts responsibility for learning. |
|  | Willing to self-disclose and/or explore a personal issue which affects professional functioning. |
|  | Engages in reflective practice for continuous improvement of professional behaviors/skills. |
| **Competency Area Total\_\_\_\_\_/44**(Must obtain minimum of 22) |

**Communication and Interpersonal Skills**

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| --- | --- |
|  | Completes assigned tasks in a timely fashion and in an acceptable format |
|  | Appropriate interaction with peers, colleagues, staff, trainees, etc. |
|  | Appropriate involvement in professional development activities (e.g., professional associations). |
|  | Appropriate manifestation of professional identity, as demonstrated by attire and behavior judged by faculty and field-based partners to be appropriate for educational settings. |
|  | Demonstrates ability to communicate effectively, in writing and orally to a range of audiences. |
|  | Able to listen and be empathetic of others; respect for/interest in others’ cultures, experiences, values, points of view, etc. |
|  | Demonstrates awareness of impact on colleagues (faculty and students). |
| **Competency Area Total\_\_\_\_\_/28**(Must obtain minimum of 14) |

**Assessment**

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|  | Demonstrates knowledge/application for integrating information to conceptualize a case and arrive at diagnostic or special education classification recommendations. |
|  | Demonstrates knowledge/application for assessing child/adolescent academic functioning through the use of technically adequate traditional, norm-referenced instruments. |
|  | Demonstrates knowledge/application for assessing child/adolescent cognitive functioning through the use of technically adequate traditional, norm-referenced instruments. |
|  | Demonstrates knowledge/application for assessing child/adolescent behavioral, social, and affective development through multi-modal, multi-informant assessment. |
|  | Demonstrates knowledge/application for assessing child/adolescent academic functioning, the effectiveness of instruction, and the classroom ecology using appropriate curriculum-based measurements (CBM) as part of a problem-solving model to evaluate student Response to Intervention (RTI). |
| **Competency Area Total\_\_\_\_\_/20**(Must obtain minimum of 10) |

**Intervention**

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|  | Demonstrates knowledge/application for the identification and/or implementation of evidence-based interventions for common childhood disorders in schools. |
|  | Demonstrates knowledge/application for the identification and/or implementation of evidence-based interventions for common academic difficulties. |
|  | Demonstrates knowledge/application for the identification and/or implementation of evidence-based interventions for common behavioral difficulties. |
|  | Demonstrates knowledge/application for the identification and/or implementation of evidence-based interventions for a variety of social-emotional/affective difficulties. |
|  | Demonstrates knowledge/application for applying various research and evaluation methods to assess the efficacy of practices as part of a multi-tiered, problem-solving model. |
| **Competency Area Total\_\_\_\_\_/20** (Must obtain minimum of 10) |

**Supervision**

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|  | Able to self-identify personal, setting, or professional contexts that exceed the limits of knowledge. |
|  | Recognizes situations that call for appropriate supervision and/or consultation. |
|  | Demonstrates knowledge/application for employing commonly accepted models of supervision. |
| **Competency Area Total\_\_\_\_\_/12**(Must obtain minimum of 6) |

**Consultation and Interprofessional/Interdisciplinary Skills**

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|  | Demonstrates knowledge/application in identifying and implementation behavioral consultation models and collaboration techniques with professionals/parents. |
|  | Demonstrates knowledge/application in the application of consultative methods within a multi-tiered, problem-solving model. |
| **Competency Area Total\_\_\_\_\_/8**(Must obtain minimum of 4) |

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| Name: |  | Date: |  |

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| Areas of Strength |
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| --- | --- |
| Goals for Professional Enhancement | Strategies to Achieve Goals |
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| --- | --- |
| Goals for Program Enhancement | Specific Suggestions to Achieve Goals |
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| Student Questions/Supports |
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