

# Kent State University School Psychology Ed.S. Program

## Year 2/Pre-Intern Self-Assessment and Progress Report

Consistent with NASP training standards and the *Ohio Internship in School Psychology* guidelines, each pre-intern will be provided with written and oral feedback about his/her status in the program and preparation for internship. The following areas, described in the *Policy for Addressing Concerns about Student Performance or Functioning*, will provide the framework for providing this feedback. 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 in November of the second 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

#### Ethics

- Demonstration of knowledge/application of APA/NASP Ethical Guidelines
- Demonstration of knowledge/application of other statutes regulating professional practice.
- Demonstration of concern for client welfare.
- Demonstration of appropriate client-school psychologist relationships.

#### Professional Deportment

- Appropriate manifestation of professional identity, as demonstrated by attire and behavior judged by practica and other field-based partners to be appropriate for educational settings.
- Appropriate involvement in professional development activities (e.g., professional associations).
- Appropriate interaction with peers, colleagues, staff, trainees, etc.
- Awareness of impact on colleagues (faculty and students).
- Completion of assigned tasks in a timely fashion and in an acceptable format

#### Sensitivity to Client Issues Acknowledgement and effective dealing with:

- children.
- parents.
- teachers.
- school administrators.
- other school staff (e.g., social workers, counselors, therapists, etc.).
- sensitivity to the needs, resources, and priorities for individuals from different cultural backgrounds (including differences in SES, gender, age, disability, sexual orientation, race, etc.).

#### Use of Supervision

- Appropriate preparation.
- Accepts responsibility for learning.
- Openness to feedback/suggestions.
- Application of learning to practice.
- Willingness to self-disclose and/or explore a personal issue which affects professional functioning.
- Appropriately self-reliant.
- Appropriately self-critical.

#### Other Training Issues

- Effective management of personal stress.
- Lack of professional interference because of own adjustment problems and/or emotional responses as reflected by 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 self-initiated professional development (e.g., self-initiated study).

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Areas of Strength

Goals for Professional Enhancement	Strategies to Achieve Goals

Goals for Program Enhancement	Specific Suggestions to Achieve Goals

Student Questions/Supports