Oklahoma State University School Psychology Program Student Self Evaluation Form To be rated by student

Student	Date	Year in Program	Tot Cr Hrs

This form is to be used a self-evaluation tool and is to be discussed with your advisor and/or program representative. Complete this form prior to the due date for each semester's evaluation so that you may provide documentation to inform ratings by faculty. For each of the items below, describe how you are meeting this goal and attach any pertinent documentation. Include a current vita and highlight your accomplishments and activities within this evaluation period. Also include an updated plan of study with grades. Finally, use this as an opportunity to comment on the program and to provide suggestions as to how we can assist you in meeting your goals.

A. Professional Standards:

- 1. Development of professional identity and adoption of the Science-Based Child Success Model and Philosophy.
 - a. Please describe your professional identity in terms of theoretical consistency, synthesized theoretical identity and conceptual integration. What does Science-Based Child Success mean to you and how have you personalized the concept?

b. What course work, practica and other program experiences have best facilitated your professional identity development? What integration of the model do you see across the program, and what suggestions do you have?

- 2. Commitment to and development of the highest standard of legal and ethical conduct as outlined in the APA and NASP ethics codes.
 - Please describe your growth since the previous evaluation in the knowledge, application, synthesis and evaluation of legal and ethical issues. How has conflict between the "textbook" and the "real world" influenced your thinking in this area? What goals have you set for yourself to increase your competence in this area?

b. How has the university program supported your growth in this area? How well is it synthesized across the curriculum and in practica experiences? What suggestions do you have?

- 3. Knowledge and appreciation of, and appropriate behavior in relation to, all aspects of diversity.
 - a. Please describe your continued growth towards your own racial, ethnic and cultural identity as it relates to professional practice, as well as your ability to work with an increasingly diverse population. What goals have you set for yourself in this area?

b. What experiences have you had in the program which have broadened your perspective in this area and how have they influenced you? What suggestions do you have, such as specific activities and contact persons?

- 4. Appropriate personal and interpersonal adjustment and growth related to professional development.
 - a. Describe your personal and interpersonal progress since the last evaluation as it relates to professional development. This may include: awareness of and willingness to examine/modify your own feelings, thoughts, behaviors, tolerances and biases as they affect your objectivity and ability to perform effectively; development of your own personal meaning, reward satisfaction, goal-setting and independence; your ability to accept, receive and act upon supervisory feedback; and development/refinement of wellness and coping strategies to maintain and improve personal and interpersonal functioning.

b. How has the program facilitated your personal and interpersonal growth as it relates to professional competence? What aspects of the program are the most stressful and what suggestions do you have?

- 5. Development of and/or modification of professional goal statement for planning purposes and to define self-directness, long-term goals and personal motivation.
 - a. State when you will complete or have completed your professional goal statement. Have you modified it since that time? How have you used that goal statement in planning such things as practica, research experiences and specialty course work? Describe your motivation level, your ability to set goals, and the usefulness of these in making progress in your program.

b. How well have the required courses given you the generalist background needed prior to developing specialty areas? What integrative relationship do you see between the course work and your goals? How well have you been able to develop experiences in your interest areas? What suggestions do you have?

.

B. Progress in the program:

- 1. Appropriate socialization into the program.
 - a. Describe activities and opportunities you have had which have made you feel a part of the program family. Describe contacts/relationships you have made with peers and faculty that have aided your professional identity development and ability to meet the program goals. How comfortable are you here?

b. How have the program faculty and other students facilitated your adjustment in the program? What suggestions do you have?

- 2. Enrollment in and successful completion of required classes, in the appropriate sequence, as outlined in the plan of study, and in fulfillment of graduate school, departmental and program requirements.
 - a. Describe how you have been able to complete the courses on your plan of study and plans you have for the next semester. Describe any modifications to your plan of study since the last evaluation and briefly describe why those changes were made. How well do you feel you are progressing through the course work? How satisfied are you with your grades? Describe how well prepared you feel in the psychological and educational psychology foundation areas, as well as generic professional practice areas.

b. How well have the program, the department, and other departments been able to offer you the required and requested courses without too much schedule conflicts? How well have your advisory chair, faculty and other students helped you in this process? What suggestions for improvement do you have?

- 3. Enrollment in, securing of, and successful completion of required practica experiences, including professional practice portfolio.
 - a. Briefly describe the practica experiences you have obtained and the competencies you have developed through them since the last evaluation. How prepared do you feel to continue to the next level of practice training? What goals have you set for yourself in this area? If you have completed practica, enclose a table of contents from your professional practice portfolio. How did development of this portfolio enhance your professional growth?

b. How well have the program faculty and field supervisors facilitated your professional competency development? What strengths do you see and what suggestions do you have?

- 4. Participation in research teams and progress in research qualifying experience.
 - a. Briefly describe research team experience you have had since the last evaluation. How has this experience helped you? What research ideas are you considering at this time? What research products do you have at this time? What goals have you set for yourself in this area?

b. Describe coordination of your research team, how well it has functioned cohesively, how you have contributed to that process, and any suggestions you have.

- 5. Professional involvement through organizations, conference attendance, volunteer work, etc.
 - a. Please describe your professional involvement, attendance at workshops and conferences, and any relevant volunteer work you have done since the last evaluation. Describe how this involvement has enhanced your professional growth and any goals you have in this area.

b. How well have faculty, university employers, field supervisors, and other students supported your ability to be involved in professional activities? What suggestions do you have?

- 6. Performance on assistantship, including development of teaching skills if appropriate.
 - a. Briefly describe your assistantship duties, if any, since the last evaluation. How has this experience enhanced your professional development? What opportunities would you like to have as an assistant? If you are involved in the Teaching Effectiveness Training Program, please describe.

b. How have the program, the department, and assistantship supervisors supported your ability to perform your assistantship duties? How has the training program enhanced your ability to teach? If you have a research assistantship, have you been adequately mentored in this area? How appropriate are your assistantship duties, expectations and hours, and do you feel adequately funded? What extenuating circumstances should we know about in order to help you in this area and what suggestions do you have?

7. Preparation for and/or completion of comprehensive exam (for students admitted fall 1995 or those who opted for the exam).

a. When did you, or will you complete your comprehensive exams? How did you feel about your performance on them? How did they assist you in integration of the program model and professional competencies? What do you feel are your strongest areas and what areas do you intend to develop further?

b. How well did the program faculty make the comprehensive exam process palatable for you? What were the good points and what suggestions do you have?

- 8. Preparation for, enrollment in, securing of, and/or successful completion of the internship.
 - a. What progress have you made in defining your goals for internship placement and experiences? What sites are you considering? What sites have you contacted? If you are getting ready for internship, include a completed Readiness for Internship form. What goals do you have for the internship year?

b. How have the faculty, field supervisors, and other students your work towards the internship? What strengths of the program stand out as you "sell yourself" to potential internship sites? What suggestions do you have? 9. Preparation for, description filed for, and/or completion of the specialty portfolio (or domain notebooks for students admitted prior to 1995; include a copy of your domain plan).

a. Briefly describe your progress toward the portfolio/domain process and describe plans that you have. How has this process facilitated your professional development?

b. How well were you supported in selecting your portfolio/domain topics? How well has the program implemented the process? What suggestions do you have?

- 10. Preparation for and adequate progress toward dissertation.
 - a. Describe your progress toward the dissertation since the last evaluation. Include your timeline and preproposal if completed. What immediate goals do you have in this area? If you have not chosen a topic, what areas are you considering? Describe the integration of your research interest into the Science-Based Child Success model. What is your interest in reserach and what future research plans do you have?

b. Describe how easy/difficult it is to select a dissertation chair and committee and how well these people have facilitated your dissertation progress. Describe how you and your committee were able to communicate expectations, set meeting dates, etc. Are the library, computer facilities, and statistics support adequate? What suggestions do you have in this area?

- 11. Preparation for and adequate progress toward postdoctoral year planning.
 - a. Describe plans, if any at this time, you have made or are considering for your postdoctoral year. How do these fit in with your professional and personal goals?

b. How well have you been supported in finding a postdoctoral site and what suggestions do you have?

- 12. Adequate preparation for certification and licensure.
 - a. Describe plans and progress toward state certification as a school psychologist, the Nationally Certified School Psychologist certificate, and state licensure by the State Board of Examiners of Psychologists. What are your goals in these areas and what is your main motivation for pursuing credentials?

b. How well have you been facilitated in obtaining information and going through the process of securing appropriate credentials. What suggestions do you have?

- 13. Adequate planning for desired career goal and employment.
 - a. Briefly describe your two year, five year, and ten year career goals. What plans have you made toward these?

b. How well have you been facilitated in developing and planning for your long-term goals? What suggestions do you have?

Please describe your primary professional and interpersonal strengths:

- 1.

 2.

 3.

 4.

 5.

 6.

 7.
- 8.

Please describe skills you would like to focus on for professional and interpersonal growth:

- 1.
 2.
 3.
 4.
 5.
 6.
 7.
 8.
- Additional comments:

I have submitted to and discussed the above evaluation information, including strengths and weaknesses, with my program advisor at least one week prior to the faculty evaluation period. I understand that this evaluation is part of the teaching/mentoring process and is meant to provide constructive feedback. I have made appropriate plans for my success in the program.

Student signature

Date