

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?

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.

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?

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 research 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?

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

