**Year 2**

**Student Self-Evaluation and Progress Summary (SEPS)**

Purpose of the SEPS: The purpose of year 2 SEPS is to provide an opportunity for students to reflect upon their growing understanding of the practice of school psychology and how their training in the program has supported their growth and development up to this point. Based on these reflections, students are asked to set goals for internship. In order to effectively complete the SEPS process, students should review the MTSU School Psychology program goals and the 11 NASP domains, both of which are referenced in your *Student Guide*.

How SEPS information is used: Faculty use SEPS responses as one indicator of student progress in the program. Other indicators reviewed by faculty to evaluate your progress in the program include: course grades, practicum supervisor evaluations, comprehensive exams, thesis progress. Faculty also will use these different data sources in the formulation of the *Annual Student Progress Letter.* (See student guide for additional information). You should anticipate receiving your progress letter early in the summer.

SEPS data are combined with other data (e.g., course grades, letters of recommendation, vita) as part of the information reviewed in the selection process for the **James O. Rust Scholarship**.

SEPS ratings: Quality responses typically illustrate honest evaluation of one’s progress and an understanding of what is being measured by a particular domain or skill area. That is, if you write a goal related to data-based problem solving, it is clear from reading your goal that you understand data-based problem solving and have good self-awareness of your level of skill development in this area. Quality responses are also clearly and succinctly written.

*Faculty will be rating your progress on the following scale: 5 (distinguished), 4 (outstanding), 3 (proficient), 2 (marginal), 1 (unacceptable).*

## Turning in your SEPS:Include a current student **transcript**, a copy of your **Praxis score report** and a copy of your **current vita**.

## **Vita** (**Faculty rating \_\_\_\_\_**): Please make sure to include: a listing of professional workshops and/or conferences, community service, school psychology program service, professional organization membership, and research participation.

##

## **Submit a hard copy and a copy on CD of the SEPS form to Dr. Rust by Study day of the spring semester.**

## Name:

Date of entry into program: 20\_\_\_\_ Check the box: €Fall €Spring

Expected date of MA graduation: 20\_\_\_\_ Expected date of EdS graduation: 20\_\_\_\_

Internship site and supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

List all coursework planned for *next academic year.*

|  |
| --- |
| Fall  |
| Course number and title |
|  |
|  |
|  |
| Spring |
| Course number and title |
|  |
|  |
|  |
| Summer |
| Course number and title |
|  |
|  |
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**1. Personal/Professional Development: Dispositions (NASP domain 2.10)**

*Rate your current development on a scale from 1-5 in the following professional competencies and work characteristics needed for effective practice as a school psychologist. Place your rating for each disposition in the box in the first column.*

|  |  |  |  |
| --- | --- | --- | --- |
| ***RATING*** |  ***1 - 2*** |  ***3 - 4***  |  ***5***  |
| ***Disposition*** | ***Unsatisfactory*** (Exhibits the following most or much of the time) | ***Competent*** (Exhibits the following most or much of the time) |  ***Outstanding*** (Exhibits the following most or much of the time) |
| **Collaborative****€** | Unwilling, resistant, or shows little willingness to work with others; does not recognize or accept appropriate role within a group; rarely respectful and responsive to professors, supervisors, and others.  | Willing to work with others; fulfills role expectations within a group; is respectful and responsive to professors, supervisors, and others. | Willing to work with others; understands and seeks leadership roles; values the roles of others and solicits their input; is consistently respectful and responsive to professors, supervisors, and others.  |
| **Ethical****€** | Exhibits lack of tolerance for individual differences; dishonest; presents others’ work as own; is unaware of or disregards School Psychology program and/or field placement standards, policies and procedures; demonstrates poor choices; does not protect confidentiality of information or fulfill other legal/ethical responsibilities. | Values human diversity; is honest; acknowledges appropriately the work/ideas of others; is aware of and regards as important School Psychology program and field placement policies and procedures; understands ethical principles for school psychologists; maintains confidentiality and fulfills legal/ethical responsibilities. | Values human diversity; is respectful of others; committed to developing the highest potential of individuals; is honest; acknowledges appropriately the work/ideas of others; works within School Psychology program and field placement standards policies, and procedures; demonstrates excellent choices; understands ethical principles for school psychologists; maintains confidentiality; understands and fulfills all legal/ethical responsibilities. |
| **Professional****€** | Frequently late or absent; is not prepared for class or practica; assigned tasks are frequently late; fails to maintain accurate or complete records; communicates poorly with others; does not participate in professional organizations and activities; does not apply and integrate course knowledge to subsequent courses and field experiences; demonstrates inappropriate appearance for given situations; ignores feedback; demonstrates lack of competence in skills related to profession.  | Maintains a satisfactory record of punctuality and attendance for class and practica; is adequately prepared; completes assigned tasks on schedule; maintains accurate and up-to-date records; is an effective communicator; is aware of and participates in professional organizations from time to time; regularly applies and integrates course knowledge to subsequent courses and field experiences; maintains professional appearance appropriate to the situation; is responsive to feedback; demonstrates level of competence in skills commensurate with training.  | Consistent record of regular attendance and punctuality; is thoroughly prepared for class and practica; maintains accurate and up-to-date records; is an effective communicator; regular participant in professional organizations; regularly applies and integrates course knowledge to subsequent courses, field experiences and independent study; maintains professional appearance appropriate to the situation; is responsive to feedback; is prudent in decision-making; demonstrates a high level of competence in skills related to the profession. |
| **Reflective****€** |  Exhibits repetitive, rigid responses to situations without considering unique variables; uses limited sources in making decisions and presenting information; does not consider the impact of actions on self and others; demonstrates lack of self-insight and willingness to engage in self reflection/exploration.  |  Usually demonstrates flexibility and adapts responses to incorporate new information; analyzes multiple sources of information for purposes of problem solving; considers the impact of actions on self and others; demonstrates self-insight and engages in self-reflection/exploration.  |  Consistently demonstrates flexibility and adapts responses to incorporate new information; analyzes and synthesizes multiple sources of information resulting in creative solutions to problems; considers the impact of actions on self and others; demonstrates high level of self-insight and engages in and acts upon self-reflection/ exploration; is accurate in self-evaluation. |
| **Self-directed****€** | Makes excuses for lack of work/accomplishments; blames others for mistakes; depends on others for answers; waits to be told what actions to take; avoids seeking solutions to problems; lacks assertiveness or persistence. | Accepts responsibility for actions; seeks answers to problems independently and when appropriate consults with peers, professors and supervisors; outlines plan of action; takes initiative in resolving problems; is assertive and persistent; articulates a professional development plan to improve performance and follows through with the plan. | Accepts responsibility for actions; seeks answers to problems independently and seeks out and provides consultation to others; outlines plan of action and implements plan with modifications as necessary; assumes leadership role in solving problems; takes initiative and is a self-starter; is assertive and persistent; articulates a professional development plan to improve performance and follows through with the plan; seeks out additional learning experiences that transcend School Psychology program requirements.  |
| **Critical Thinking****€** | Has great difficulty conceptualizing cases; limited ability to generalize course assignments/knowledge into field experiences; exhibits rigid thinking; inability to handle ambiguity; shows poor clinical judgment and reasoning; dismisses alternative points of view.  | Has expected case conceptualization skills; able to generalize most course assignments/knowledge into field experiences; exhibits flexible thinking; mostly uses appropriate knowledge and judgment when presented with ambiguity; emerging clinical judgment; recognize, evaluates and when appropriate incorporates alternative views. | Case conceptualization skills indicate a high level of critical thinking; able to generalize course assignments/knowledge into field experiences; exhibits flexible and reflective thinking; almost always uses appropriate knowledge and judgment when presented with ambiguity; has developed sound clinical judgment; seeks out and when appropriate incorporates alternative views. |

(These Dispositions represent the way MTSU School Psychology Program addresses this NCATE standards)

Utilize your self-ratings from the Dispositions above and other feedback you may have received from cohort members, faculty, field placement supervisors, and others to describe how your personal growth since you entered the school psychology program, and how this growth will support your success as an intern. List any goals and/or activities that you would like to be a part of your internship in order to continue your personal/professional development. *Attach an additional page if you need more space*.

**Faculty rating:**

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**2. Thesis Research (NASP domain 2.9)**

## List your committee chair and describe your progress toward defending the Masters thesis. Please note your actual or projected date of completion. When and where do you plan to present your thesis? List any additional research opportunities you have participated in this year on your vita.

## **Faculty Rating:**

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**3. List of Assessment Experiences (NASP domain 2.1):** (Please list any additional measures that may not be listed here)

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Simulated Experience**(e.g., role play) | **# Administered** | **# of Reports Written** |
| Behavioral Observations |  |  |  |
| Interviews w/ parents or legal guardians |  |  |  |
| Interview w/ students |  |  |  |
| Interview w/ teachers |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Measures** | **# Administered and Scored** | **# of Reports Written** |
| *Academic Achievement:* |  |  |
|  CBM/RtI Assessment |  |  |
|  CTOPP |  |  |
|  DIBELS |  |  |
|  DSA |  |  |
|  DST |  |  |
|  LAC |  |  |
|  WIAT -2/3 |  |  |
|  WJ-III |  |  |
|  |  |  |
| *Adaptive Behavior:* |  |  |
|  ABAS II |  |  |
|  ABESR |  |  |
|  Vineland Parent II |  |  |
|  Vineland Classroom I/II |  |  |
|  |  |  |
| *Behavioral/Social/Emotional:* |  |  |
|  BASC 2 Parent |  |  |
|  BASC 2 Self-Report |  |  |
|  BASC 2 Teacher |  |  |
|  Connors’ |  |  |
|  Devereux |  |  |
|  PIC II |  |  |
|  PIY |  |  |
|  CDI |  |  |
|  BAI |  |  |
|  CARS |  |  |
|  MMPIA Brief |  |  |
|  |  |  |
| *Intelligence:* |  |  |
|  Battelle |  |  |
|  Bayley |  |  |
|  KABC-II |  |  |
|  SB-V |  |  |
|  WAIS III |  |  |
|  WAIS IV |  |  |
|  WISC IV |  |  |
|  WPPSI -III |  |  |
|  WJ Cog III |  |  |
|  |  |  |
| *Neuropsych Assessments:* |  |  |
|  DKEFS |  |  |
|  Tower of London |  |  |
|  NEPSY II |  |  |
|  Dean-Woodcock Sensory- Motor Battery |  |  |
|  Bender-Gestalt II |  |  |
|  Children’s Memory Scale |  |  |
|  Stroop |  |  |
|  Wisconsin Card Sort |  |  |
|  BRIEF |  |  |

**4 a. Direct Service Activities (NASP Domains 2.3, 2.4):**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Total # of hrs face-to-face** | **# of Individuals** | **# of Groups** |
| Individual Counseling |  |  |  |
| Group Counseling |  |  |  |
| Crisis Counseling |  |  |  |
| FBA/Behavior Screening |  |  |  |
| Academic Intervention |  |  |  |

Please list specific types of groups lead (e.g., anger management; social skills training):

1.

2.

**Direct Services Outcomes:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Intervention** | **7080****Effectiveness Data**(e.g., effect size; % change; GAS) | **6140****Effectiveness Data**(e.g., effect size; % change; GAS) | **Other****Effectiveness Data**(e.g., effect size; % change; GAS) |
| Individual Counseling(e.g., REBT case) |  |  |  |
| Group Counseling(e.g., ART) |  |  |  |
| Reading Intervention |  |  |  |
| Behavior Intervention |  |  |  |

**4b. Indirect Services (NASP domains 2.6, 2.9)**

**Indirect Service Activities:**

|  |  |
| --- | --- |
|  | **Total # of hrs face-to-face** |
| S-team/RtI meeting |  |
| IEP meetings |  |
| Consultation –teacher |  |
| Consultation – parent |  |

|  |  |
| --- | --- |
| **6890 Consultation Case** | **Effectiveness Data**(e.g., effect size; % change; GAS) |
|  |  |
|  |  |

**5. Experience with Diverse Populations (NASP domain 2.5)**

Please indicate the number of children/adolescents you have worked with in each category.

|  |  |  |  |
| --- | --- | --- | --- |
| **Population** | **Assessment** | **Direct Intervention** | **Indirect Intervention**(client) |
| *Ethnicity/Orientation* |  |  |  |
| African-American |  |  |  |
| Asian |  |  |  |
| Bi-racial |  |  |  |
| Latino-a/Hispanic |  |  |  |
| Middle Eastern |  |  |  |
| Native American |  |  |  |
| White/European |  |  |  |
| GLBTQ |  |  |  |
|  |  |  |  |
| *Age* |  |  |  |
| Preschool |  |  |  |
| Elementary |  |  |  |
| High School |  |  |  |
|  |  |  |  |
| *Disability Area* |  |  |  |
|  Autism Spectrum |  |  |  |
|  Blind |  |  |  |
|  Bind/Deaf |  |  |  |
|  Deaf |  |  |  |
|  Developmental Delay |  |  |  |
|  Emotional Disturbance |  |  |  |
|  Functional Delay |  |  |  |
|  Gifted |  |  |  |
|  Health Impaired |  |  |  |
|  Mental Retardation |  |  |  |
|  Other health Impaired (including ADHD) |  |  |  |
|  Specific Leaning Disability |  |  |  |
|  |  |  |  |
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(Please add others as needed)

**6. Goal Setting for Internship-**

Review the *MTSU School Psychology program goals* and *NASP domains* (both are referenced in your student handbook). Think about your experiences up to this point in the school psychology program and based on this reflection, identify the areas where you would like to develop a greater level of expertise and/or feel that you have some gaps in your training. Set specific goals related to the goals and domains as outlined below. The number of goals you set for any particular area is up to you. **Set at least 1 goal for each domain**. *Sample goals are provided for a few of the domains.*

1. **Data Based Problem Solving** (NASP Domain 2.1—e.g., uses a variety of assessment methods including: standardized tests, interviews, observations, informal assessments, CBA; accurate interpretation and use of data for diagnoses and intervention planning and evaluation.) Sample: *I would like to obtain more experience with school wide academic and behavior screenings, and help the school compile and interpret the data gathered. I would even be willing to help the school come up with appropriate measures to use.*

 **Faculty rating:**

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1. **Consultation and Collaboration** (NASP domains 2.2, 2.8) and School/Home Collaboration (NASP domain 2.8) ----e.g., application of problem solving model; consultation services provided to teachers, parents and school staff; problem solving sessions such as S-team, IEP meetings, etc., communication and interpersonal skills facilitate the consultation process).

**Faculty rating:**

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1. **Effective Instruction and Development of Cognitive and Academic Skills** (NASP Domain 2.3)----e.g., development of and monitoring of academic interventions, knowledge of empirically based instructional strategies). Sample- *I would like to gain a better understanding of the reading curriculum used in k-1st grades and in particular about the scope and sequence of the curriculum in order to better understand the gaps in knowledge children with reading difficulties might be experiencing.*

 **Faculty rating:**

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1. **Socialization and Development of Life Skills** (NASP Domain 2.4----e.g., empirically based and developmentally appropriate intervention strategies are used to improve student social skills, emotional health and well-being). Sample- *I would like to use the REBT skills I have learned with a student that is referred for some type of internalizing problem.*

**Faculty rating:**

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1. **Student Diversity in Development and Learning** (NASP Domain 2.5—e.g; awareness of personal biases that may impact service delivery, knowledge of modifications that can be made in service delivery, appropriate flexibility and sensitivity)

 **Faculty rating**:

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1. **School and Systems Organization, Policy Development, Climate** (NASP Domains 2.6, 2.10---e.g., understanding of rules and regulations and impact on delivery of psychological services; promotion of policies and procedures that support a positive school climate for students, staff and parents). Sample- *I would like to be involved with the implementation of PBIS in the school where I am working.*

**Faculty rating:**

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1. **Prevention, Crisis Intervention and Mental Health** (NASP Domain 2.7---e.g., appropriate response in crisis situations with individual student, knowledge of school crisis team roles and responsibilities, school wide prevention activities). Sample- *I will locate the crisis plan for the schools where I work, review the plan(s), understand my role in the event of a crisis, and if possible, try and help the school improve the plan at an inservice or faculty meeting.*

 **Faculty rating:**

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1. **Research and Program Evaluation** (NASP Domain 2.9—e.g., understands how schools can evaluate school wide programs and practices, use of research literature to evaluate efficacy of a program (e.g., specific reading curriculum) or policy (e.g., retention, corporal punishment) or procedures (e.g., office discipline referral practices). Sample- *I would like to figure out ways to help the schools where I work to use some of the data (e.g., office discipline referrals, kindergarten screenings, TCAP scores) they regularly collect for problem solving purposes.*

**Faculty rating:**

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**Appendix A**

# MTSU School Psychology Program Objectives

1. Candidates will develop a foundation for delivery of psychological services and psychological knowledge in the school system that is based on core knowledge in psychology (e.g., human learning, individual differences, educational psychology, child and clinical psychology, developmental psychology, experimental analysis of behavior and biological basis of behavior).
2. Candidates will develop knowledge of educational principles and systems that will support their entering, working in, and contributing to schools.
3. Candidates will utilize data-based problem solving as a conceptual framework for delivery of psychological services.
4. Candidates will develop skills in multi-faceted assessment (e.g., interviews, observations, norm referenced tests, curriculum based measurement) that allows for identification of strengths and needs, intervention planning, diagnostic classification, and measurement of progress.
5. Candidates will develop skills that support collaboration with peers, faculty, parents, teachers, school support teams, school administrators and professionals from community agencies.
6. Candidates will utilize evidence-based strategies to develop learning environments that support teacher and learner success, assist children who are having difficulty learning, and provide interventions for children with behavioral, social, and emotional problems.
7. Candidates will develop the ability to link assessment with intervention through the use of data-based problem solving and functional analysis of behavior.
8. Candidates will apply ethical principles to their practice as a school psychologist.
9. Candidates will demonstrate understanding and respect for individual differences in all facets of their practice as a school psychologist.
10. Candidates will understand the ongoing reciprocal impact of family, teacher, peers, and the specific cultural environment on a child’s learning and behavior, and apply this understanding to case conceptualization.
11. Candidates will continue to develop interpersonal skills and an awareness of individual strengths and weaknesses that support effective practice as a school psychologist.
12. Candidates will learn to clearly and respectfully communicate assessment and other results (e.g., intervention) orally and in writing.
13. Candidates will understand the historical and changing/emerging roles of school psychologists and the unique contribution of school psychologists to school systems.
14. Candidates will gain skills in research that allow them to: (a) complete a thesis, (b) evaluate research, (c) use research literature in their practice, and (d) help schools evaluate practices and programs.
15. Candidates will gain crisis intervention skills that allow them to: (a) intervene with individual students, (b) help schools develop a crisis intervention plan, and (c) function as part of the school crisis intervention team
16. Candidates will be provided opportunities, encouraged, and required to utilize instructional technology to expand their knowledge base and utilize current information in assessment, consultation and intervention that supports best practices in school psychology.
17. Candidates will gain a working familiarity with federal and state laws that are related to the practice of school psychology.
18. Candidates will begin their participation and commitment to ongoing professional development in the field of school psychology during their graduate training through collegial relationships with graduate student peers and faculty, membership in professional organizations, attendance at professional meetings/conferences, practica, and internship.
19. Our program strives to graduate students who meet the TN Department of Education and NASP criteria for licensure/certification as a School Psychologist.