

PROFESSIONAL DEVELOPMENT PROGRESS REPORT

STUDENT'S NAME _____ NAME OF RATER _____ DATE _____
REVIEWED BY _____ DATE _____

This process is designed to assist you in becoming competent in the overall JMU School Psychology program goals of:

- (1) Applying knowledge and techniques in Psychology to provide direct interventions to children and their parents including assessment, counseling, and consultation.
- (2) Providing indirect interventions to children, parents, teachers, and other school personnel such as consultation, in-service training, and program development.
- (3) Demonstrating an orientation as an interpersonally skilled, data-oriented problem solver.
- (4) Demonstrating an orientation as a facilitator/collaborator/planner in identifying and meeting the mental health and educational needs of individuals and systems.
- (5) Demonstrating an orientation as an advocate/catalyst for the development of human potential in children, parents, teachers, and other school personnel.
- (6) Demonstrating an appreciation of individual differences and sensitivity to human diversity.

Expectations for students include a commitment to: academic excellence, ethical and professional behavior, cooperative learning and respect, and personal growth and self-awareness.

Students should complete the form first as a means of self-evaluation. Then the form reflecting the student's self-rating should be given to their advisor. A face-to-face session to review the ratings must follow completion of the form.

For each Focus factor to be rated, select the behavior description along the 5-point scale that most nearly describes the student. A student may have higher ratings on some factors than on others: rate each without reference to any other.

FOCUS	0 No opportunity to observe	1 Needs significant improvement	2 Needs some improvement	3 Satisfactory	4 Very good	5 Excellent
I. Demonstrates initiative and responsibility.	O	1	2	3	4	5
	No opportunity to observe.	Frequently does not work hard or long enough or is late with assignments.	Some instructor or team prodding necessary to get work done.	Works responsibly on assigned tasks. Completes minimum requirements for assignments on time.	Can be depended upon to stick to a task until it is completed.	Shows initiative; goes well beyond minimum requirements.
II. Demonstrates ability to plan and organize work, time management skills.	O	1	2	3	4	5
	No opportunity to observe.	Much of work shows evidence of little or poor planning.	Planning and organization limited to established procedures.	Organizes most aspects of work and is adequately efficient. Satisfactory time management.	Develops and carries through on systematic plan of organization when attacking a given problem.	Highly efficient. Excellent time management.
III. Demonstrates creativity and flexibility in problem solving, and relating to others.	O	1	2	3	4	5
	No opportunity to observe.	Tendency to be rigid, concrete. Little evidence of flexibility or creativity.	Limited in viewing all aspects of a problem or interpersonal situation. Limited creativity, flexibility.	Responsive to alternative ideas. Shows evidence of creativity, flexibility.	Proposes creative ideas, shows flexibility in approaching challenging problems or situations.	Consistently shows creativity, flexibility.

IV. Demonstrates ability to think critically, produce quality work	O	1	2	3	4	5
	No opportunity to observe.	Concrete thinking, quality of work significantly below expectancy.	Low scores on exams, class projects.	Thinks actively, critically about course content, maintains 3.5 GPA.	Quality of critical work, thinking good.	Excellent quality of work. Consistently analyzes, synthesizes, and evaluates.
V. Demonstrates oral communication skills.	O	1	2	3	4	5
	No opportunity to observe.	Vague and ambiguous in expression of ideas and/or significant grammatical or syntax errors.	Ability to articulate ideas is limited.	Expresses self well enough to be understood.	Shows organization and consistency in expression of ideas.	Unusual clarity and facility of expression.
VI. Demonstrates written communication skills.	O	1	2	3	4	5
	No opportunity to observe.	Vague and ambiguous in expression of ideas and/or significant grammatical or syntax errors.	Ability to express ideas is somewhat limited.	Expresses ideas well enough to be understood.	Shows organization and consistency in expression of ideas.	Unusual clarity and facility of expression.

	O	1	2	3	4	5
VII. Demonstrates receptiveness to feedback.	No opportunity to observe.	Non-responsive or resentful of feedback.	Minimally responsive or overly dependent upon instructor/super- visor.	Asks for feedback when appropriate, is responsive to feedback.	Supervisory relationship involves self analysis by student with details added or clarified by supervisor. Consistently follows through with feedback.	Supervisor/instructor as colleague/ mentor. Uses supervisor as a sounding board. Mutual decision making.
	O	1	2	3	4	5
VIII. Demonstrates ability to function as group/team member.	No opportunity to observe.	Generally tends to impede cooperative work. Antagonizes others, creates conflict that adversely affects teaming efforts.	Minimal participation, rarely contributes to team functions.	Working relationships fairly smooth. Does not create conflicts, impede cooperative work, but does not actively contribute to cooperation in problematic situations.	Good working relationships. Contributes to cooperative work in most situations and occasionally in problematic situations.	Consistently productive relationships with group/team members. Deals with conflict helpfully, stimulates others to work cooperatively, encourages the development of others.

	O	1	2	3	4	5
IX. Demonstrates professional identity; awareness of content of profession.	No opportunity to observe.	Lacks knowledge about professional role. Seems to be continually asking "what does the job involve?"	Focus is on learning the basics of specific discipline. Sees self as student, i.e. lack of any expertise, tentative with clients, team members.	Demonstrates sound grasp of concepts and theories taught in classes. Is working on translating specific discipline knowledge into practice. Still "techniques" bound, "numbers" bound. Member of professional organization.	Demonstrates comfort with application of professional knowledge in practice. Basic skills well developed. Sees self as professional.	Actions demonstrate understanding and respect for breadth and depth of profession. Excellent potential for leadership.
	O	1	2	3	4	5
X. Demonstrates an appreciation of individual differences and sensitivity to human diversity.	No opportunity to observe.	Difficulty in relating to others, in relatively uncomplicated situations. Intolerant of diversity.	Able to form productive relationships but this may be inconsistent and the range may be limited. Comfort level with diversity limited.	Generally forms positive relationships. Comfortable with diversity. Warmth shows, and can empathize with others.	Consistently forms positive relationships in familiar situations and often in unfamiliar and challenging situations. Appreciates individual differences and human diversity.	Unusual and consistent ability to form relationships with wide range of persons in complex situations. Advocate for diversity.

	O	1	2	3	4	5
XI. Demonstrates ethical responsibility.	No opportunity to observe.	Has committed an ethical violation.	Limited knowledge of ethical guidelines or difficulty perceiving ethical issues.	Engages in ethical behavior. Adequate knowledge of ethical guidelines.	Has taken the initiative and provided leadership in acting upon professional convictions.	Can be counted on to consistently take the initiative and provide leadership in acting on professional convictions and modeling ethical behavior.
	O	1	2	3	4	5
XII. Demonstrates emotional stability/maturity, stress management.	No opportunity to observe.	Not introspective. Shows little self awareness. Significant difficulty in managing stress, relating to others.	Occasionally demonstrates self insight. Some difficulty intrapersonally and interpersonally. Limited self awareness.	Genuine, emotionally mature, stable. Willingness to examine own behavior. Manages stress adequately. Possesses sense of humor.	Demonstrates emotional maturity and good insight in most situations.	Commitment to personal growth, self awareness. Is clearly aware of self, impact of own behavior on others. Excellent emotional maturity. Has participated in personal counseling.