**REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING TEMPLATE**

|  |  |
| --- | --- |
| **School Psychologist** |  |
| **Supervisor** |  |

**Part A: Initial Reflection – Establishing Priority Growth Needs**

**The self-reflection is for you as the therapeutic specialist to identify your own strengths and areas for growth relative to the School Psychologist Framework. If you rate yourself an I or a D, please include some key words in the Rationale section so you can easily remember why you gave yourself that rating.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component:** | **Self-Assessment:** | | | | **Rationale:** |
| 1A - Demonstrating knowledge and skill using psychological instruments to evaluate students | I | D | A | E |  |
| 1B- Demonstrating knowledge of child and adolescent development and psychopathology | I | D | A | E |  |
| 1C –Establishing goals for the psychology program appropriate to the setting and the students served | I | D | A | E |  |
| 1D – Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district | I | D | A | E |  |
| 1E- Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention | I | D | A | E |  |
| 1F - Developing a plan to evaluate the psychology program | I | D | A | E |  |
| 2A – Establishing rapport with students | I | D | A | E |  |
| 2B – Establishing a culture for positive mental health throughout the school | I | D | A | E |  |
| 2C - Establishing and maintaining clear procedures for referrals | I | D | A | E |  |
| 2D - Establishing standards of conduct in the testing center | I | D | A | E |  |
| 2E - Organizing physical space for testing the students and storage of materials | I | D | A | E |  |
| 3A - Responding to referrals consulting with teachers and administrators | I | D | A | E |  |
| 3B – Evaluating student needs and compliance with National Association of School Psychologists (NASP) guidelines | I | D | A | E |  |
| 3C – Chairing evaluation team | I | D | A | E |  |
| 3D – Planning interventions to maximize student’s likelihood of success | I | D | A | E |  |
| 3E – Maintaining contact with physicians and community mental health service providers | I | D | A | E |  |
| 3F – Demonstrating flexibility and responsiveness | I | D | A | E |  |
| 4A - Reflecting on practice | I | D | A | E |  |
| 4B – Communicating with families | I | D | A | E |  |
| 4C - Maintaining accurate records | I | D | A | E |  |
| 4D - Participating in a professional community | I | D | A | E |  |
| 4E - Engaging in professional development | I | D | A | E |  |
| 4F - Showing professionalism | I | D | A | E |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain:** | **Component:**  Circle Professional Growth Priority Components | | | | | | **Select a component from those circled for focused professional growth goal development (Part B):** | | | |
| Planning & Preparation | 1A | 1B | 1C | 1D | 1E | 1F |  | | | |
| The Environment | 2A | 2B | 2C | 2D | 2E |  |
| Delivery of Service | 3A | 3B | 3C | 3D | 3E | 3F |
| Professional Responsibilities | 4A | 4B | 4C | 4D | 4E | 4F |
| *Current Level of Performance for Selected Component:* | | | | | | | I | D | A | E |

|  |  |
| --- | --- |
| School Psychologist Signature: | Date: |

**Submit completed form to your supervisor after initial rating. Additional reflection and signature space is provided so it can be used as needed during the year. Sign, date, and return to your supervisor after each reflection.**

|  |  |
| --- | --- |
| **Self-Reflection Notes** | |
| School Psychologist Signature: | Date: |

|  |  |
| --- | --- |
| **Self-Reflection Notes** | |
| School Psychologist Signature: | Date: |