**WCU School Psychology**

**Professional Development Planning Worksheet**

The purpose of this worksheet is to help school psychology graduate students develop professionally. Each graduate student will begin using this worksheet as they enter the program and each semester the worksheet will be updated as needed based on experiences around coursework, community activities, professional association activities etc. At the end of the program, the work done in this worksheet will culminate with the development of an early career professional development plan. The information provided in this worksheet will also be used by the students in developing their Vitas, preparing job applications, and preparing for job interviews.

The areas addressed within this worksheet include:

* Professional Goals
* Personal & Professional Strengths
* Personal & Professional Weaknesses
* Experiences (Practicum/Internship/Service Learning/Leadership/etc.)
* Knowledge & Skills within the NASP Standards
* Professional Goals Strategic Plan

Each student will input initial information into this worksheet at the beginning of the 1st year in the program. Each semester, at the time of advising, the students will be asked to review and update the worksheet in preparation for meeting with their advisor. They will also be encouraged to update at the end of each semester. These updated worksheets will be posted in TK20 on the schedule indicated in the School Psychology Handbook.

**Professional Goals**

Initial goals should be made based on initial understanding of school psychology, personal statement provided when applying to the program, discussion with undergraduate faculty etc.

Updates to the goals should be based on experiences in graduate coursework, practicum/internship experiences, services learning/community experiences, discussion with faculty etc. If there are no changes that need to be made to the goals, that can be indicated as well.

At the end of this worksheet, strategies for meeting these goals will be developed based on the other information contained in this worksheet.

|  |  |
| --- | --- |
| **Date:** | **Goals (update as needed):** |
| Program Entrance |  |
| Fall 1st year Advising |  |
| Spring 1st year Advising |  |
| End of 1st year |  |
| Fall 2nd year Advising |  |
| Spring 2nd year Advising |  |
| End of 2nd year |  |
| Fall 3rd year Advising |  |
| Spring 3rd year Advising |  |
| Exit from Program |  |

**Personal & Professional Strengths**

For each of the time periods indicated identify your own personal and professional strengths and how you would use these strengths for your own professional development. Initially, the use of your strengths will focus on development as a student but later this should shift to your development as a professional school psychologist. You may or may not add to your strengths over time but whether those change or not you should still consider how you can use those strengths in different ways as you grow professionally.

|  |  |  |
| --- | --- | --- |
| **Date:** | **Strengths (update as needed):** | **Use of Strengths for Professional Development (update as needed):** |
| Program Entrance |  |  |
| Fall 1st year Advising |  |  |
| Spring 1st year Advising |  |  |
| End of 1st year |  |  |
| Fall 2nd year Advising |  |  |
| Spring 2nd year Advising |  |  |
| End of 2nd year |  |  |
| Fall 3rd year Advising |  |  |
| Spring 3rd year Advising |  |  |
| Exit from Program |  |  |
|  |  |  |

**Personal & Professional Weaknesses**

For each of the time periods indicated identify your own personal and professional weaknesses and strategies that you will use to address these weaknesses in your professional development. Initially, the strategies that you use to address your weaknesses will focus on development as a student but later this should shift to your development as a professional school psychologist. You may or may not add to or take away your identified weaknesses over time but whether there are changes or not you should still consider strategies that you can use to address these weaknesses as you grow professionally.

|  |  |  |
| --- | --- | --- |
| **Date:** | **Weaknesses (update as needed):** | **Strategies to Address Weaknesses within Professional Development (update as needed):** |
| Program Entrance |  |  |
| Fall 1st year Advising |  |  |
| Spring 1st year Advising |  |  |
| End of 1st year |  |  |
| Fall 2nd year Advising |  |  |
| Spring 2nd year Advising |  |  |
| End of 2nd year |  |  |
| Fall 3rd year Advising |  |  |
| Spring 3rd year Advising |  |  |
| Exit from Program |  |  |
|  |  |  |

**Practicum/Internship/Community Service/Leadership Experiences**

Throughout the program you will be engaged in a variety of hands-on experiences. Following each of these experiences, you are encouraged to take the time to reflect on what you learned from those experiences that contributed or will contribute to your professional development.

|  |  |
| --- | --- |
| **Experiences:**  | **Reflection on Contribution of Experiences to Professional Development:** |
| Pre-practicum Clinic  |  |
| Clinic Practicum |  |
| Field Based Practicum |  |
| Service Learning Activities |  |
| Internship |  |
| Other Community Activities |  |
| Program or Professional Association Leadership Activities |  |
|  |  |

**Knowledge & Skills Obtained Within NASP Standards**

Training within this program is based on the standards outlined in the NASP Practice Model. <http://www.nasponline.org/standards-and-certification/nasp-practice-model>

The development of knowledge and skills within each of the standards is key to professional development. Throughout the program as you complete coursework, attend workshops and conferences, engage in community activities, etc. you should be thinking about the knowledge and skills that you have obtained and how that knowledge and those skills are related to the NASP standards. That information should be summarized briefly in the chart below. It will be best if you add to this on a regular basis and then review at the time of advising and when developing the Professional Goals Strategic Plan (see below).

|  |  |  |
| --- | --- | --- |
| NASP Practice Model Standards  | Knowledge Obtained | Skills Obtained |
|  | **Date/Activity** | **Topic** | **Date/Activity** | **Skill** |
| Data-Based Decision-Making and Accountability |  |  |  |  |
| Consultation and Collaboration |  |  |  |  |
| Interventions and Instructional Support to Develop Academic Skills |  |  |  |  |
| Interventions and Mental Health Services to Develop Social and Life Skills |  |  |  |  |
| School-Wide Practices to Promote Learning |  |  |  |  |
| Preventive and Responsive Services |  |  |  |  |
| Family-School Collaboration Services |  |  |  |  |
| Diversity in Development and Learning |  |  |  |  |
| Research and Program Evaluation |  |  |  |  |
| Legal, Ethical, and Professional Practices |  |  |  |  |

**Professional Goals Strategic Plan**

At each of the points in time indicated below, you should consider the areas addressed in this worksheet and based on that develop strategies for how best to meet you Professional Goals. You should identify an overall strategy, identify specific steps or activities involved in that strategy, and then a date when you hope to complete this strategy. Some of these strategies may be long-term such as by the time you graduate or even by the time that you have been working as a school psychologist for a number of years. Other strategies may be short-term such as what can be done in the next 6 months or before the next advising meeting.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date:** | **What Strategies?** | **Steps or Activities Involved in each Strategy?** | **Goal Date for Completion?** |
| Program Entrance |  |  |  |
| Fall 1st year Advising |  |  |  |
| Spring 1st year Advising |  |  |  |
| End of 1st year |  |  |  |
| Fall 2nd year Advising |  |  |  |
| Spring 2nd year Advising |  |  |  |
| End of 2nd year |  |  |  |
| Fall 3rd year Advising |  |  |  |
| Spring 3rd year Advising |  |  |  |
| Exit from Program/Early Career |  |  |  |