



# Graduate Program in School Psychology

## Student Portfolio Requirements

### Educational Specialist Program

#### **Program Policy:**

“Students in the School Psychology Ed.S. program are required to develop and maintain a cumulative portfolio reflecting their professional preparation in school psychology throughout the course of their training program, and to submit the portfolio for faculty review on three specific occasions (spring of Year 1, fall of Year 2, and spring of Year 3), and at other times upon request.”

*Approved by Program Faculty 1-17-02. Endorsed by the Executive Committee of Student Affiliates of School Psychology 2-19-02.*

#### **Introduction:**

Students develop and maintain a cumulative Portfolio of their progress throughout their School Psychology preparation program. A portfolio is a systematic and organized collection of evidence concerning a student’s professional competencies and personal growth. The portfolio is essential to:

1. the development of self-evaluation skills,
2. the documentation of acquired competencies,
3. the continuous nature of development in all competency areas, &
4. monitoring and charting academic and professional development.

The goal of the *portfolio* is for students to develop a tool for reflection that can be used throughout their career. This will provide a purposeful collection of work that shows the student’s efforts, progress, and achievement in specified areas. The portfolio does not replace graded assessment through evaluation of assignments that faculty members maintain for each course. Rather, the portfolio provides opportunities for students to connect field and classroom experiences and to reflect on interpretations and judgments that most assessment does not allow. A portfolio is **not** simply a “product” to show to a

potential employer that describes the student's accomplishments—rather it can also serve as a vehicle for reflection. Its true value becomes enhanced when it leads to mid-course corrections in professional preparation.

### **Types of Portfolios: “Entrance,” “Working” & “Professional”**

As a vehicle to help with ongoing reflection and continuous improvement throughout your program, students should begin to develop an **“Entrance”** portfolio during Year 1 of graduate study. The entrance portfolio is a reflection of the student's entering experiences, beliefs, knowledge and goals. In the program, students will be guided by peers and professors to build on this base and develop a **“Working”** portfolio to document understanding of “self as school psychologist” during the second year in the program. Near the completion of the program of study, students will be guided to select a few exemplar-pieces of evidence that will be placed in a **“Professional”** portfolio. This portfolio will serve as a tool when interviewing for the first position as a school psychologist by allowing others to see a “portrait” of the graduating student's activities and professional identity. This professional portfolio should not be considered a summative evaluation, but only a step in ongoing professional development. It is recommended that graduates seek peer or supervisor support to regularly (semi-annually or annually) update evidence and written reflections regarding their practices with children and families.

#### **In Summary—with timelines:**

- **Entrance Portfolio**—A reflection of entering experiences, beliefs, knowledge, goals and early exemplars of training created within a loose-leaf file folder as a paper version only. Available for review at the conclusion of the Spring Semester of Practicum I (**due date to be determined by Practicum I instructor**). The Practicum I instructor will review this portfolio and provide feedback within the context of Practicum I.
- **Working Portfolio**—To document the student's ongoing understanding of “self as school psychologist.” The paper version of the portfolio expands the Entrance Portfolio and serves as a tool for the *Internship Readiness Review*. The Working portfolio should be available for faculty review on the **Monday immediately following Thanksgiving**. The Working portfolio will be reviewed by the students' advisor, and feedback will be provided during the individual pre-intern conference with program faculty, generally held in early to mid December of Year 2. In addition, an electronic version of the portfolio is to be developed by the final week of the Fall semester, and will be evaluated for organization/layout.
- **Professional Portfolio**—Serves as a tool when interviewing for the first position as a school psychologist by allowing others to see a “portrait” of the graduating student's professional skills and identity. The Professional portfolio should be submitted for Faculty review in the late spring (May 1), prior to beginning employment interviews. Earlier submission is encouraged. Feedback on the Professional portfolio will be provided within the context of Integrating Experiences in School Psychology. The Professional Portfolio is different from

the Intern Product Portfolio that students develop as part of their Ohio-based Internship requirements.

[See Evaluation Rubric for Ed.S. Portfolio](#)

### **Organizing the Portfolio: Basic Information/Layout**

- Organize portfolio in binder of appropriate size for volume of products; an extended width binder to accommodate tabs is recommended and a D-ring binder is preferred.
- Include identifying information (name, title, affiliation) on the front and spine of the binder; omit specific references to portfolio version.
- Divide sections using tabs that are labeled, with key words identifying section content versus generic format (1, 2, 3, etc.); tabs should extend beyond inserts but not outside binder
- Include Table of Contents; within each section, include an advance organizer that illustrates the link between domain and the products selected
- Use clear plastic inserts or other appropriate system to display products
- Layout/presentation quality should be clear and easy to read
- Products should be free of spelling/grammar errors, instructor comments, and any confidential information
- Be selective: include the best exemplars of your work, not everything you've ever done!
- Professional appearance in paper/binder selection; avoid paper with distracting graphics and keep font use constant
- Use initials instead of names/pseudonyms in all professional reports involving clients or consultees.

### **Organizing the Portfolio: Conceptual Framework**

The portfolio should be organized around the *NASP domains of School Psychology Training and Practice*:

- ***Data Based Decision Making and Accountability*** - School Psychologists must be able to define current problem areas, strengths, and needs (at the individual, group, and systems level) through assessment, and measure the effects of the decisions that result from the problem solving process.
- ***Interpersonal Communication, Collaboration, and Consultation*** - School Psychologists must have the ability to listen well, participate in discussions, convey information and work together with others at an individual, group and systems level.
- ***Effective Instruction and Development of Cognitive/Academic Skills*** - School Psychologists must be able to develop challenging but achievable cognitive and

- academic goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress towards these goals.
- ***Socialization and Development of Life Competencies*** - School Psychologists must be able to develop challenging but achievable behavioral, affective, or adaptive goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress towards these goals.
  - ***Student Diversity in Development and Learning*** - School Psychologists must be aware of, appreciate, and work with individuals and groups with a variety of strengths and needs from a variety of racial, cultural, ethnic, experiential, and linguistic backgrounds.
  - ***School Structure, Organization, and Climate*** - School Psychologists must have the ability to understand the school as a system and work with individuals and groups to facilitate structure and policies that create and maintain schools as safe, caring and inviting places for members of the school community.
  - ***Prevention, Wellness Promotion, and Crisis Intervention*** - School Psychologists must have knowledge of child development and psychopathology in order to develop and implement prevention and intervention programs for students with a wide range of needs and disorders.
  - ***Home/School/Community Collaboration*** - School Psychologists must have knowledge of family influences that affect students' wellness, learning, and achievement, and be able to form partnerships between parents, educators, and the community.
  - ***Research and Program Evaluation*** - School Psychologists must know current literature on various aspects of education and child development, be able to translate research into practice, and understand research design and statistics in sufficient depth to conduct investigations relevant to their own work.
  - ***Legal, Ethical Practice and Professional Development*** - School Psychologists must take responsibility for developing as professionals and practice in ways which meet all appropriate ethical, professional, and legal standards to enhance the quality of services, and to protect the rights of all parties.
  - ***Information Technology*** - School Psychologists must have knowledge of information sources and technology relevant to their work.
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### **Organizing the Portfolio: Selection of Exemplars within Domains**

Exemplars may include assessment reports, professional papers, presentations, products such as brochures or newsletters, and summary tables, graphs, or matrices. Exemplars should be selective and reflect best work.

Additional sections should be included:

- A personal preamble or “mission statement”
- A resume or vita that reflects prior training/experience and current preparation
- When appropriate, a summary describing how previous experiences helped to shape your emerging identity as a school psychologist

### **Additional Information that could be included in the Portfolio:**

- Student pre- and post-internship self-analyses of professional competencies (*self evaluation*)
- Field facilitator/ internship supervisor evaluation of student competencies
- Evidence of participation in professional development activities (attendance at workshops, conferences, and presentations; presentations at workshops, conferences, parent groups)
- Evidence of professional leadership (e.g., positions held, service on committee)
- Transcript(s) of all graduate work to date—at KSU and other universities
- Praxis Exam Score
- Letters of thanks/recognition (e.g., from internship field facilitator, principals, supervisors, special education personnel, parents)
- Honors/Awards/Recognitions
- Selected, work-focused photographs (with appropriate permission)
- Showcase any special skills/foci (e.g. computer skills, behavioral interventions, early childhood emphasis)