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 November 5 of Year 2. 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 if feedback is desired. Feedback on the Professional portfolio will be provided within the context of Integrating Experiences in School Psychology.
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 2010 NASP domains of School Psychology Training and Practice:

- 2.1 Data Based Decision Making and Accountability
  - School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
  - As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.
• **2.2 Consultation and Collaboration**
  o School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.
  o As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

• **2.3 Interventions and Instructional Support to Develop Academic Skills**
  o School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.
  o School psychologists in collaboration with others, demonstrate skills to use in assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

• **2.4 Interventions and Mental Health Services to Develop Social and Life Skills**
  o School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.
  o School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

• **2.5 School-Wide Practices to Promote Learning**
  o School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.
  o School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

• **2.6 Preventive and Responsive Services**
  o School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.
School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

### 2.7 Family-School Collaboration Services

- School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.

- School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

### 2.8 Diversity in Development and Learning

- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

- School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

### 2.9 Research and Program Evaluation

- School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

- School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems level.

### 2.10 Legal, Ethical, and Professional

- School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal,
and professional standards; and other factors related to professional identity and effective practice as school psychologists.

- School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

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)