



## Student Portfolio Requirements

### School Psychology Educational Specialist Program

#### Introduction

Students shall develop and maintain a cumulative portfolio of their progress during the first two years of their School Psychology graduate training program. A portfolio is a systematic and organized collection of products associated with 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, and
4. monitoring and charting continuous academic and professional development.

The goal of the portfolio is for students to develop a tool for reflection that can be used throughout their graduate training experiences and into their career. This endeavor 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 other forms of assessment may not allow. A portfolio is **not** simply a "product" to show to a potential employer that describes the student's accomplishments. Rather, it has the potential to serve as a vehicle for reflection and continuous growth.

#### Types of Portfolios: "Entrance" & "Working"

As a vehicle to help with ongoing reflection and continuous improvement during the program sequence, students should begin to develop an **"Entrance Portfolio"** during Year 1 of graduate study. This first-year portfolio is intended to reflect the student's initial experiences, beliefs, knowledge, skills, and goals. While continuing in the program, students will be guided by peers and professors to build on this foundational product and develop a **"Working Portfolio"** to document students' understanding of "self as a school psychology trainee" during their second year in their graduate training program here at Kent State University.

### **In Summary—with timelines:**

- **Entrance Portfolio**—A reflection of initial experiences, beliefs, knowledge, skills, goals, and early exemplars of training created within a loose-leaf file folder as a paper version.. This portfolio shall be available for review **toward the conclusion of the Spring Semester** of Practicum I (**the due date is determined by Practicum I instructor**). The Practicum I instructor will review this portfolio and provide feedback at the end of Spring semester of the first year and within the context of the Practicum I course.
- **Working Portfolio**—Designed to capture and document the student’s ongoing understanding of “self as a school psychology trainee”, the paper version of the portfolio expands the Entrance Portfolio and serves as a tool for reflection as students begin to prepare for the transition into internship to occur during their third year in the program. The Working Portfolio should be available for faculty review **at the beginning of Spring Semester of Year 2 (the due date is determined by school psychology faculty and will be shared via email)**. The Working portfolio will be reviewed by each student’s advisor who will provide feedback during the Spring Semester of Year 2.

### **Organizing the Portfolio: Basic Information and Prescribed Layout**

- Organize the portfolio in a binder of appropriate size for the volume of products; an extended width binder to accommodate tabs is recommended and a D-ring binder is preferred.
  - Recommended: Avery/Dennison “Extra Wide Heavy Duty/ View Reference” binder.
- Include identifying information (name, title/credential [e.g., M.Ed. or Ed.S.], affiliation) on the front and spine of the binder. Please *omit* specific references to the portfolio version (e.g., Entrance or Working); instead use “School Psychology Trainee” as your designated title.
- Use a consistent font on all documents related to the conceptual framework/set-up of your portfolio.
- Include a Table of Contents; within each section/domain, include an advance organizer that illustrates the link between the domain and the products selected.
- Divide sections using typed tabs (minimum 11.5-point font) that are labeled with keywords identifying section content versus generic format (1, 2, 3, etc.); tabs should extend beyond the inserts but not outside the binder itself.
- Use clear plastic inserts or another appropriate system to display products.
  - Recommended: For products *up to* five pages, use full-sized inserts and place documents back-to-back, so they may be reviewed like text in a book. For products *larger than* five pages, staple the pages together and place them in diagonally cut pocket inserts.
- The layout/presentation quality should be clear and easy to navigate, reflecting a polished and professional look and feel.
- Products such as assessment reports should ***not contain any confidential/identifying information***. Specifically:

- Remove full names of teachers, parents, other participants; Instead, use initials or first names only (i.e., do not use pseudonyms).
- Remove name of school, city/town and any other geographical information that could be used for identifying the entity/location.
- De-identify any other aspects that may reveal confidential information.
- Maintain a professional appearance in paper selection; avoid paper with distracting graphics and use a professional font (e.g., Times New Roman) throughout the portfolio.
- Consider each version of your portfolio a work-in-progress (i.e., ongoing effort), as opposed to a “static” assignment that is reviewed and submitted once per year.
- Allow plenty of time to complete and submit a polished draft (i.e., allow yourself ample time for editing, printing, ink cartridge failure or depletion, etc.).

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

Updated Fall 2022

The portfolio should be organized around the 2020 National Association of School Psychologists *Domains of School Psychology Training and Practice*<sup>1</sup>:

- ***Domain 1: Data Based Decision Making***

School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

- ***Domain 2: Consultation and Collaboration***

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. 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 effectively with others.

- ***Domain 3: Academic Intervention and Instructional Supports***

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

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<sup>1</sup> Derived from the following source: *Standards for Graduate Preparation of School Psychologists* (National Association of School Psychologists, 2020)

- ***Domain 4: Mental and Behavioral Health Services and Intervention***

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

- ***Domain 5: School-Wide Practices to Promote Learning***

School psychologists understand systems’ structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

- ***Domain 6: Services to Promote Safe and Supportive Schools***

School psychologists understand principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

- ***Domain 7: Family, School, and Community Collaboration***

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

- ***Domain 8: Equitable Practices for Diverse Student Populations***

School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to 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 through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

- ***Domain 9: Research and Evidence-Based Practice***

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists 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, and analysis to support effective practices at the individual, group, and/or systems levels.

- ***Domain 10: Legal, Ethical, and Professional Practice***

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 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 effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

In addition to sections aligned with the NASP domains that shall include products/ exemplars for each of the domains, the Portfolio should include the following:

- A personalized preamble or “mission statement” that is career/future oriented.
- A resume or vita that reflects prior training/experience in the fields of education, psychology, and child/adolescent development as well as current preparation.

### **Organizing the Portfolio: Selection of Exemplars within Domains**

Exemplars may include assessment reports, professional papers, presentations, products such as brochures or newsletters, products developed within the context of a course and/or practicum , and summary tables and matrices. Exemplars should be selective and reflect the student’s best work representative of each of the domains. ***Each domain should include no more than two exemplars/products, unless otherwise directed.***