

**Portfolio Guidelines: Practicum Year**  
**Northeastern University's CAGS Program in School Psychology\***  
**Revised Fall 2008**

**Introduction: Definition and Purposes of the Portfolio**

A graduate school portfolio is a collection of work-related products that are organized in a systematic manner for the purpose of communicating and demonstrating what a student has learned and achieved with respect to his / her professional discipline.

The portfolio is a means of facilitating reflection, self-assessment, goal setting, and improvement with respect to professional goals and competencies. It can provide data on student progress as well as provide data about the extent to which the program's goals have been met. The portfolio facilitates the assessment of and feedback about practice-related skills, which are difficult to measure through traditional comprehensive examinations. Many of the important competencies in school psychology can only be acquired through field-based experiences. The portfolio is an approach to documenting the student's development of these competencies, as well as those obtained through course work. Students will review and critique their own portfolios, as well as review their peers' portfolios (see pages 15-16 for the student form).

During the second year of the Program, the portfolio, in conjunction with review of student grades, annual evaluations, and practica evaluations, will form the basis of assessing student progress and determining the student's readiness for the third-year internship. **During the practicum year of study, passing scores on all areas of the portfolio are required prior to beginning an internship and are one of the requirements for the CAGS degree.**

Passing scores are ratings of 3 (performance is at an expected level) or higher (see portfolio rating sheet). In addition to learning and self-assessment functions, adapted versions of portfolios can be used to document the student's competencies for potential internship supervisors and employers. The portfolios also can help students develop habits and skills needed for continuous self-reflection and professional development, as well as help them understand that mastering one's profession is a life-long process.

The portfolios also will provide data on training outcomes, which can be used to assess the extent to which the Program is fulfilling its mission and attaining its goals. These data can provide important feedback in regard to how the program and curriculum should be changed. Thus, the portfolio is an important component in a performance-based approach to evaluating and improving the School Psychology Program. In this regard, our approach to the portfolio process is consistent with the National Association of School Psychologists (NASP) Standards for Training and Field Placement Programs in School Psychology (2000):

School psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. A key aspect of program accountability is the assessment of the knowledge and capabilities of school psychology candidates and of the positive impact that interns and graduates have on services to children, youth, families, and other consumers (p. 4)

Systematic, valid procedures are used to evaluate and improve the quality of the program.

Different sources of process and performance information (e.g., instructional evaluation, performance portfolios, field supervisor evaluations, candidate/graduate performance on licensing/certification examinations, alumni follow-ups) are used, as appropriate, to evaluate and improve components of the program (p.4)

### **School Psychology Program Mission, Philosophy, and Goals**

In order to provide meaningful data with respect to assessing student progress and program outcomes, the portfolio must contain material consistent with the Program's mission, philosophy, and goals. The mission of Northeastern University's School Psychology Program is to provide educational experiences that enable individuals to have (a) knowledge of psychological and educational theory; (b) a broad range of assessment and intervention skills; and (c) the ability to use this integrated knowledge and skills to facilitate the learning, social, and emotional development of children and adolescents.

A cornerstone of our philosophy of training is viewing theory and practice from an ecological framework. An ecological perspective emphasizes the myriad types of social, social-historical, institutional, and environmental forces that interact with one another to impact the learning, as well as social and emotional health of children and adolescents. This perspective is consistent with two themes of our training program: culture and collaboration. Culture (which includes race, gender, class, sexual orientation, and disability) often has a profound impact on the learning and emotional health of children. In addition, a school psychologist's awareness of cultural differences can enhance the delivery of assessment and intervention services. The training theme of collaboration recognizes the importance of (a) working as part of a team in delivering services, and (b) drawing upon the rich resources of professionals from related disciplines. The ecological perspective and the training themes are expected to be reflected in the students' portfolios.

Consistent with the goals of the Program, the portfolio should contain evidence that students:

- Have a strong professional identity and use appropriate professional behavior
- Are competent in a problem-solving approach to services
- Are competent in using a variety of assessment methods and can connect assessment to intervention
- Are competent in delivering counseling services
- Are competent in consultation and collaboration
- Are competent in prevention services
- Are competent in program evaluation and using applied research
- Are sensitive and knowledgeable about culture and diversity
- Are knowledgeable about professional ethics and legal regulations, and conform with professional ethical standards and relevant laws
- Are competent in written and oral communication
- Are competent in using information technology

### **General Portfolio Development Guidelines**

Portfolio development will occur throughout the three years of the Program. All materials selected by the student should reflect his / her best performance in the area. It is essential that students document their progress and how they have used feedback from faculty and peers to improve their knowledge and skills. For example, including a similar product (e.g., written report) from two or more periods of time might illustrate how a student has improved his / her performance. Similarly, providing two or more

versions of a written paper that incorporated notable revisions might show the student progressed over time. For example, if a student received suggestions from a supervisor or professor on how to rewrite a report, the paper included in the portfolio should reflect those suggestions.

Although students are encouraged to begin the development of their portfolios during the first year of the NU's School Psychology Program, the portfolio will not be reviewed until the second year of Program. (Our experience is that first year students do not have sufficient materials to make a portfolio review a meaningful learning experience). The required portfolio elements listed below must be presented in a large notebook or other strong binder. **Students should take the time to carefully and logically organize the materials in their portfolio so that elements are clearly presented and can be quickly found. The portfolio should be constructed to withstand wear and tear as a result of handling by a number of people.**

### Part I: Portfolio Elements

The elements in this part will provide the context for understanding the documentation included in the portfolio.

1. Cover Page
2. Table of Contents
3. Statement of Progress. Your statement of progress should reflect the mission, philosophy and goals of the Program, and should address the following issues:
  - Your strengths
  - What learning experiences helped promote your professional growth or were especially meaningful to you (be sure to protect confidentiality).
  - Areas needing improvement or further development
  - Your plan for improvement
  - Specialty areas you might want to develop (e.g., behavior management)
4. Program of Study
5. Copy of your transcript
6. Practicum Log Summary

### Part II: Documentation of Progress

The elements in this section will provide documentation of your progress. **Be sure to remove any information that might lead to the identification of a service recipient, such as a student or parent name. Other identifying data that need to be masked include specific school and teacher names.** It is not sufficient to use a black marker to cover identifying information. If you are using a marker to cover identifying information, make sure you photocopy the document to ensure that the redacted information cannot be read. If you are not sure what is appropriate to include, consult the Ethical Guidelines for School Psychologists (i.e., National Association of School Psychologists and American Psychological Association) or your advisor.

Multiple examples of documentation are listed for each element. The examples are for illustrative purposes, and do not encompass all possible ways of documenting progress. Each student should select portfolio examples that best illustrate his / her performance relative to the area being evaluated. For further guidance, you can consult the Rubrics Appendix that the faculty uses in scoring the different portfolio areas. There is no need to duplicate the same documentation in more than one place in your portfolio. **If you want to use the same documentation to demonstrate your performance in two**

**different areas, please indicate this and be sure to explain how the documentation meets both areas. Also, clearly indicate where in your portfolio the documentation can be found. In regard to field supervisors' ratings, photocopy the ratings that are most applicable to the relevant competency area and place the ratings in the appropriate sections of your portfolio.**

### *Individual and Group Counseling Case Summarization*

In both the individual and group counseling case summarizations and progress notes please address the following areas:

- Describe the students' strengths and needs clearly
- Define the counseling goals clearly
- Establish criteria for counseling success
- Describe specific outcome measures and procedures
- Describe the specific intervention strategies used in each session
- Document counseling outcomes
- Demonstrate multicultural awareness and sensitivity

### *Written Case Studies on Consultation and Curriculum-Based Assessment*

**All students must provide the completed case study from the course on consultation (see below). In addition, students need to include at least interim reports on their case studies from the school-based counseling, and curriculum-based assessment courses.** After completing their school-based counseling and curriculum-based assessment cases, students are expected to replace their interim reports with their final, graded report. In the case studies, rationales should be provided for the decisions made (e.g., selection of intervention strategies). The case studies will be reviewed for both content as well as writing and communication skills. The case studies should encompass the following issues:

1. Clarification of the problem within ecological context with
  - a clear and precise behavioral definition of the problem
  - relevant cultural, social, biological, and other contextual factors
  - data collection methods and results of data collection
  - discrepancy between current level of behavior or performance and desired level
  - hypotheses about relevant causes or functions of the problem
  - strengths and interests of the student
2. Development of intervention plan
  - collaborative approach with student, parents, professionals, and relevant others
  - the link(s) between problem clarification and intervention plan
  - goals of intervention plan
  - description of intervention plan
3. Implementation
  - roles of individuals
  - strategies used to facilitate implementation
4. Evaluation
  - Extent to which plan was implemented
  - Goal attainment

- Related effects and individual's reactions
- Plan modification

Consistent with the aforementioned NASP Standards, the cases provide you with an opportunity to document your positive impact on one or more students or teachers. If situational constraints prevented you from being as effective as you wanted to be with the case, please describe these constraints either within the report or in your introduction to the relevant section of the portfolio.

### *Progress Areas*

**At the beginning of each portfolio section, write a summary statement that provides an overview of all documentation contained in that section.** It should be very clear to the reader how the documentation relates to the competency areas. **In addition, documentation in each area should reflect the student's understanding of the ecological perspective, including cultural issues, as well as the student's ability to successfully collaborate with colleagues.** Finally, documentation should provide evidence of the student's communication skills, particularly his / her writing skills. The progress areas are listed below. These areas should be included in the Table of Contents of the portfolio. **Please carefully review the rubric that begins on page 8 to understand the minimum requirements for each area.**

1. Professional Identity and Professional Behavior
2. Assessment
3. Intervention: Counseling
4. Intervention: Consultation and Collaboration
5. Intervention: Prevention
6. Culture and Diversity
7. Ethical and Legal Issues
8. Program Evaluation and Applied Research
9. Communication and Information Technology

In addition to the above sections of the portfolio, the student's (a) writing skills, and (b) overall organization of the portfolio also will be evaluated. A major facet of school psychology is written communication. This is exemplified in many ways, probably most notably in psychological reports. Therefore, it is critical that school psychologists be able to write well. Examples of the student's writing include many of the aforementioned products, including reports, case studies, and course assignments. Please see the rubric for portfolio for further guidance on how to organize your portfolio.

### **Assessment Process**

Students will review and adapt their portfolios continually throughout the second year of the program. Students also are required to update their portfolios during the internship year. Each student will be paired with another second year student for the purpose of providing each other with feedback and suggestions on how to improve their skills and knowledge.

The first draft of the portfolio is due in March (see specific date below). Each portfolio will be reviewed and rated by a school psychology faculty member. The following rating scale will be used: 5 = much above expected level, 4 = above expected level, 3 = expected level, 2 = below expected level, 1 = much below expected level. After the faculty have reviewed and rated the portfolio, students must schedule a

feedback session with a faculty member to review the ratings. At this session, the student and faculty member will discuss (a) the student's areas of strengths and areas needing improvement (b) the student's preparation of the portfolio, and (c) improvement plans.

The second draft of the portfolio is due in April (see specific date below). **Students should prepare a detailed cover letter indicating how the portfolio has been changed and updated, and how feedback regarding the first draft was incorporated into the second version.** To ensure continuity of feedback, the same faculty member who reviewed a student's first draft also will review that student's second draft. The same 1 to 5 scale will be used for all versions of the portfolio. Students must earn a score of 3 (expected level) or above in a competency area, in order to pass that area. **Before beginning their internship, students need to receive a rating of 3 (expected level) or higher in all competency areas. Students who fail one or more competency areas in the spring, will have an opportunity to resubmit the portfolio in the following September.** After the faculty have reviewed and rated the second version of the practicum year portfolio, students are encouraged to schedule a feedback session with a faculty member to review the ratings. At this session, the student and faculty member will discuss (a) the student's areas of strengths and areas needing improvement (b) the student's preparation of the portfolio, and (c) improvement plans.

Faculty will announce the portfolio due dates in the Spring semester. As a general guideline, the following time-lines apply :

#### *FIRST DRAFT*

*Approximately the 2<sup>nd</sup> week in March :* Submission of portfolios, and peer and self-reviews to faculty. See pages 15-16 for student review form.

#### *SECOND DRAFT*

*Approximately the 3<sup>rd</sup> week in April:* Submission of portfolios to faculty

## Practicum Year

### Rubrics for Scoring the Portfolio

#### Key:

- 1 = much below expected level
- 2 = below expected level
- 3 = expected level
- 4 = above expected level
- 5 = much above expected level

**Students need to attain a rating of 3 (expected level of knowledge or competence) or higher in each of areas assessed by means of the portfolio in order to successfully complete the portfolio requirement of the program.**

#### **Professional Identity and Professional Behavior**

1 = Portfolio lacks at least two of the following: (a) evidence of belonging to at least one professional / student association or group, (b) clear and well-written personal statement, (c) resume (vitae), and (d) passing scores on MA educator's test (MTEL), and (e) expected level or higher ratings from supervisor in this area.

2 = Portfolio lacks at least one of the following: (a) evidence of belonging to at least one professional / student association or group, (b) clear and well-written personal statement, (c) resume (vitae), and (d) passing scores on MA educator's test (MTEL), and (e) expected level or higher ratings from supervisor in this area.

3 = Evidence of (a) belonging to at least one professional / student association or group, (b) clear and well-written personal statement, (c) resume (vitae), (d) passing scores on MA educator's test (MTEL), and (e) expected level or higher ratings from supervisor in this area.

4 = Evidence of (a) belonging to at least one professional / student association or group and, (b) clear and well-written personal statement, (c) resume (vitae), (d) attendance at least one professional workshop, and (e) passing scores on MA educator's test (MTEL), and (e) "above" or 'much above' expected level ratings from supervisor in this area.

5 = Evidence of (a) belonging to at least two professional associations with volunteer work within one of the them, (b) clear and well-written personal statement that indicates reflection on strengths and weaknesses, (c) resume (vitae), (d) attendance at a professional workshop, and (e) passing scores on MA educator's test (MTEL), and (f) "much above" expected level ratings from supervisor in this area.

#### **Assessment**

**Full /comprehensive psychological assessment report is defined as a report that includes assessment of two or more of the following: (1) cognitive abilities, (2) academic achievement/skills, (3) socio-emotional or behavioral functioning.** Reports should include basic demographic data, reason for referral, background information, assessments administered and/or sources of information, observations, assessments results and interpretation, summary, and recommendations.

1 = Lack of two or more of the following: (a) an introductory statement that indicates what assessment instruments have been administered and interpreted by the student, (b) expected level or higher ratings from supervisor in this area, (c) report on curriculum-based assessment project; and (d) at least two well-written comprehensive assessment reports that reflect the administration and interpretation of diverse assessment methods.

2 = Lack of one or more of the following: (a) an introductory statement that indicates what assessment instruments have been administered and interpreted by the student, (b) expected level or higher ratings from supervisor in this area, (c) report on curriculum-based assessment project; and (d) at least two well-written comprehensive assessment reports that reflect the administration and interpretation of diverse assessment methods.

3 = Evidence of (a) an introductory statement that indicates what assessment instruments have been administered and interpreted by the student, (b) expected level or higher ratings from supervisor in this area, (c) report on curriculum-based assessment project; and (d) at least two well-written comprehensive assessment reports that reflect the administration and interpretation of diverse assessment methods.

4 = Evidence of (a) an introductory statement that indicates what assessment instruments have been administered and interpreted by the student, (b) “above” or ‘much above’ expected level ratings from supervisor in this area, (c) report on curriculum-based assessment project; and (d) at least two well-written comprehensive assessment reports that reflect the administration and interpretation of diverse assessment methods.

5 = Evidence of (a) an introductory statement that indicates what assessment instruments have been administered and interpreted by the student, (b) ‘much above’ expected level ratings from supervisor in this area, (c) report on curriculum-based assessment project; and (d) at least two well-written comprehensive assessment reports that reflect the administration and interpretation of diverse assessment methods.

### **Intervention: Counseling**

1 = Lack of two or more of the following: (a) an introductory statement that includes the number of students who have been counseled individually and in group, the duration of the counseling cases, **theoretical approach used in the cases**, and your use of evidence-based practices; (b) “expected level” or higher ratings from supervisor in this area, (c) one course-related paper that received a grade of "B" or higher, and connects counseling theory to practice; and (d) case summarization or progress notes of at least one individual **and** one group counseling case.<sup>1</sup>

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<sup>1</sup> The case summarization or progress notes must

- Describe the students’ strengths and needs clearly
- Define the counseling goals clearly
- Establish criteria for counseling success
- Describe specific outcome measures and procedures
- Describe the specific intervention strategies used in each session
- Document counseling outcomes
- Demonstrate multicultural awareness and sensitivity

2 = Lack of one or more of the following: (a) an introductory statement that includes the number of students who have been counseled individually and in group, the duration of the counseling cases, **theoretical approach used in the cases**, and your use of evidence-based practices; (b) “expected level” or higher ratings from supervisor in this area, (c) one course-related paper that received a grade of "B" or higher, and connects counseling theory to practice; and (d) case summarization or progress notes of at least one individual **and** one group counseling case.

3 = Evidence of (a) an introductory statement that includes the number of students who have been counseled individually and in group, the duration of the counseling cases, **theoretical approach used in the cases**, and your use of evidence-based practices; (b) “expected level” or higher ratings from supervisor in this area, (c) one course-related paper that received a grade of "B" or higher, and connects counseling theory to practice; and (d) case summarization or progress notes of at least one individual **and** one group counseling case.

4 = Evidence of (a) an introductory statement that includes the number of students who have been counseled individually and in group, the duration of the counseling cases, **theoretical approach used in the cases**, and your use of evidence-based practices; (b) “above expected” or “much above expected” level ratings from supervisor in this area, (c) one course-related paper that received a grade of "A-" or higher, and connects counseling theory to practice; and (d) case summarization or progress notes of at least one individual **and** one group counseling case.

5 = Evidence of an introductory statement that includes the number of students who have been counseled individually and in group, the duration of the counseling cases, **theoretical approach used in the cases**, and your use of evidence-based practices; (b) “much above expected” level ratings from supervisor in this area, (c) one course-related paper that received a grade of "A", and connects counseling theory to practice; and (d) case summarization or progress notes of at least one individual **and** one group counseling case.

### **Intervention: Consultation**

1 = Lack of two or more of the following (a) an introductory statement that summarizes the number of consultation cases in the practicum and their duration, (b) “expected level” or higher ratings from supervisor in this area, (c) comprehensive case study, including four graded reports\* from the course, Consultation and Program Evaluation, that collectively average a grade of “B” or higher.

2 = Lack of one or more of the following (a) an introductory statement that summarizes the number of consultation cases in the practicum and their duration, (b) “expected level” or higher ratings from supervisor in this area, (c) comprehensive case study, including four graded reports\* from the course, Consultation and Program Evaluation, that collectively average a grade of “B” or higher.

3 = Evidence of (a) an introductory statement that summarizes the number of consultation cases in the practicum and their duration, (b) “expected level” or higher ratings from supervisor in this area, (c) comprehensive case study, including four graded reports\* from the course, Consultation and Program Evaluation, that collectively average a grade of “B” or higher.

4 = Evidence of (a) an introductory statement that summarizes the number of consultation cases in the practicum and their duration, (b) “above” expected level or higher ratings from supervisor in this area,

(c) comprehensive case study, including four graded reports\* from the course, Consultation and Program Evaluation, that collectively average a grade of “A-.”

5 = Evidence of (a) an introductory statement that summarizes the number of consultation cases and their duration, (b) “much above” expected level ratings from supervisor in this area, (c) comprehensive case study, including four graded reports\* from the course, Consultation and Program Evaluation, that collectively average a grade of “A.”

\*For the first version of the portfolio, include the available reports.

### **Intervention: Prevention**

1 = Lack of two or more of the following: (a) an introductory statement that summarizes the practicum student’s involvement in prevention activities either at the classroom or school level (b) “expected level” or higher ratings from supervisor in this area, and (c) project paper from Behavior Management course with a grade of “B” or higher.

2 = Lack of one of the following: (a) an introductory statement that summarizes the practicum student’s involvement in prevention activities either at the classroom or school level (b) “expected level” or higher ratings from supervisor in this area, and (c) project paper from Behavior Management course with a grade of “B” or higher.

3 = Evidence (a) an introductory statement that summarizes the practicum student’s involvement in prevention activities either at the classroom or school level (b) “expected level” or higher ratings from supervisor in this area, and (c) project paper from Behavior Management course with a grade of “B” or higher.

4 = Evidence of (a) an introductory statement that summarizes the practicum student’s involvement in prevention activities either at the classroom or school level (b) “above” expected level or higher ratings from supervisor in this area, and (c) project paper from Behavior Management course with a grade of “A-” or higher.

5 = Evidence of (a) an introductory statement that summarizes the practicum student’s involvement in prevention activities either at the classroom or school level (b) “much above” expected level ratings from supervisor in this area, and (c) project paper from Behavior Management course with a grade of “A.”

### **Culture and Diversity**

1 = Lack of one or more of the following: (a) an introductory statement that communicates the student’s understanding of how his / her own cultural background impacts his / her practice, (b) “expected level” or higher ratings from supervisor in this area, (c) one course-related paper that received a grade of "B" or higher, and pertains to cultural issues, and (d) the reports on assessment, consultation, and counseling include consideration of cultural or linguistic issues.

2 = Lack of one or more of the following: (a) an introductory statement that communicates the student’s

understanding of how his / her own cultural background impacts his / her practice, (b) “expected level” or higher ratings from supervisor in this area, (c) one course-related paper that received a grade of "B" or higher, and pertains to cultural issues, and (d) the reports on assessment, consultation, and counseling include consideration of cultural or linguistic issues.

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4 = Evidence of (a) an introductory statement that communicates the student’s understanding of how his / her own cultural background impacts his / her practice, (b) “above” or “much above” expected level ratings from supervisor in this area, (c) one course-related paper that received a grade of "A-" or higher, and pertains to cultural issues, and (d) the reports on assessment, consultation, and counseling include consideration of cultural or linguistic issues.

5 = Evidence of (a) an introductory statement that communicates the student’s understanding of how his / her own cultural background impacts his / her practice, (b) “much above” expected level ratings from supervisor in this area, (c) one course-related paper that received a grade of "A" and pertains to cultural issues, and (d) the reports on assessment, consultation, and counseling include consideration of cultural or linguistic issues.

### **Ethical and Legal Issues**

1 = Lack of two or more of the following (a) an introductory statement that summarizes evidence presented in the section, (b) “expected level” supervisor's ratings in these areas, (c) a grade of "B" or higher on the ethics test / requirement in the School Psychology Seminar course, and (d) the reports on assessment, consultation, and counseling include consideration of ethical or legal issues.

2 = Lack of two or more of the following (a) an introductory statement that summarizes evidence presented in the section, (b) “expected level” supervisor's ratings in these areas, (c) a grade of "B" or higher on the ethics test / requirement in the School Psychology Seminar course, and (d) the reports on assessment, consultation, and counseling include consideration of ethical or legal issues.

3 = Evidence (a) an introductory statement that summarizes evidence presented in the section, (b) “expected level or higher” supervisor's ratings in these areas, (c) a grade of "B" or higher on the ethics test / requirement in the School Psychology Seminar course, and (d) the reports on assessment, consultation, and counseling include consideration of ethical or legal issues.

4 = Evidence of (a) an introductory statement that summarizes evidence presented in the section, (b) “above” expected level supervisor's ratings in these areas, (c) a grade of "A-" on the ethics test / requirement in the School Psychology Seminar course, and (d) the reports on assessment, consultation, and counseling include consideration of ethical or legal issues.

5 = Evidence of (a) an introductory statement that summarizes evidence presented in the section, (b) “much above” expected level supervisor's ratings in these areas, (c) a grade of "A" on the ethics test / requirement in the School Psychology Seminar course, and (d) the reports on assessment, consultation,

and counseling include consideration of ethical or legal issues.

### **Program Evaluation and Applied Research**

1 = Lack of two or three of the following (a) an introductory statement that summarizes evidence presented in the section; (b) a grade of "B" or higher on assignments that require the students to critique research articles or develop a research proposal; and (c) one course-related paper that summarizes the research literature relative to an specific area related to school psychology, and received a grade of "B" or higher, (d) the "evaluation" report on the consultation case earned a grade of "B" or higher, and (e) "expected level" or higher ratings from supervisor in these areas.

2 = Lack of one of the following (a) an introductory statement that summarizes evidence presented in the section; (b) a grade of "B" or higher on assignments that require the students to critique research articles or develop a research proposal; and (c) one course-related paper that summarizes the research literature relative to an specific area related to school psychology, and received a grade of "B" or higher, and (d) the "evaluation" report on the consultation case earned a grade of "B" or higher, and (e) "expected level" or higher ratings from supervisor in these areas.

3 = Evidence of (a) an introductory statement that summarizes evidence presented in the section; (b) a grade of "B" or higher on assignments that require the students to critique research articles or develop a research proposal; and (c) one course-related paper that summarizes the research literature relative to an specific area related to school psychology, and received a grade of "B" or higher, and (d) the "evaluation" report on the consultation case earned a grade of "B" or higher, and (e) "expected level" or higher ratings from supervisor in these areas.

4 = Evidence of (a) an introductory statement that summarizes evidence presented in the section; (b) a grade of "A-" or higher on assignments that require the students to critique research articles or develop a research proposal; (c) one course-related paper that summarizes the research literature relative to an specific area related to school psychology, and received a grade of "A-" or higher, and (d) the "evaluation" report on the consultation case earned a grade of "A-" or higher, and (e) "much above" or higher ratings from supervisor in these areas.

5 = Evidence of (a) an introductory statement that summarizes evidence presented in the section; (b) a grade of "A" on assignments that require the students to critique research articles or develop a research proposal; (c) one course-related paper that summarizes the research literature relative to an specific area related to school psychology, and received a grade of "A" ; and (d) the "evaluation" report on the consultation case earned a grade of "A" ; (e) "above" or "much above" expected level ratings from supervisor in these areas; and (f) completion of one or more scholarly projects not required in any course (e.g., presentation at a conference, co-author of an article or chapter).

### **Communication and Information Technology**

1 = Lack evidence of two or more of the following that illustrate appropriate use of information technology: (a) use of e-mail to communicate about professional or program issues with program faculty, fellow students or individuals at the practicum site, (b) use of computer software to score an assessment or test, (c) use of computer software (e.g., PowerPoint) for a course or practicum presentation, (d) use of the web to search for empirically-supported strategies, and (e) "expected" level or higher ratings from supervisor in this area.

2 = Lack evidence of one of the following that illustrate appropriate use of information technology: (a) use of e-mail to communicate about professional or program issues with program faculty, fellow students or individuals at the practicum site, (b) use computer software to score an assessment or test, (c) use of computer software (e.g., PowerPoint) for a course or practicum presentation, (d) use of the web to search for empirically-supported strategies, and (e) “expected” level or higher ratings from supervisor in this area.

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4 = Evidence of the following that illustrate appropriate use of information technology: (a) use of e-mail to communicate about professional or program issues with program faculty, fellow students or individuals at the practicum site, (b) use computer software to score an assessment or test, (c) use of a computer software (e.g., PowerPoint) for a course or practicum presentation, (d) use of the web to search for empirically-supported strategies, (e) use of computer software to graph baseline and intervention phases of a case, and (f) “above” or “much above” expected level ratings from supervisor in this area.

5 = Evidence of the following that illustrate appropriate use of information technology: (a) use of e-mail to communicate about professional or program issues with program faculty, fellow students or individuals at the practicum site, (b) use computer software to score an assessment or test, (c) use of a computer software (e.g., PowerPoint) for a course or practicum presentation, (d) use of the web to search for empirically-supported strategies, (e) use of computer software to graph baseline and intervention phases of a case, (f) use of statistical software or spreadsheet functions to analyze data, and (g) “above” or “much above” expected level ratings from supervisor in this area.

### **Organization of Portfolio**

1 = Portfolio has one or more of the following problems: (a) difficult to find material (e.g., supervisor’s ratings) in sections; (b) not all sections are labeled; (c) not all sections have an introduction; (d) table of contents, program of study, copy of transcript, or practicum log summary are either difficult to locate or incomplete; (e) portfolio comes apart when used; and (f) original, graded course papers are omitted.

3 = It is relatively easy to locate evidence in each of the sections. All sections are labeled. All sections have an introduction. Table of contents, program of study, copy of transcript, and practicum log summary are easy to locate and complete. Portfolio is sturdy. Original, graded course papers are included. For revised portfolios, a list of corrections and additions are provided.

5 = It is exceptionally easy to locate evidence in each of the sections. All sections are every clearly labeled. All sections have a clear introduction. Table of contents, program of study, copy of transcript, and practicum log summary are easy to locate and complete. Portfolio is sturdy. Original, graded course papers are included. For revised portfolios, a list of corrections and additions are provided. Portfolio is attractive.

### **Writing Skills (Please Note: This Is Not A Separate Section Of The Portfolio)**

1 = Papers lack evidence of two or more of the following: (a) an ability to appropriately use abstract concepts in paper; (b) clear communication of ideas; (c) details and examples to support conclusions and interpretations; (d) good use of grammar; and (e) careful editing of papers.

2 = Papers lack evidence of one of the following: (a) an ability to appropriately use abstract concepts in paper; (b) clear communication of ideas; (c) details and examples to support conclusions and interpretations; (d) good use of grammar; and (e) careful editing of papers.

3 = Evidence of (a) an ability to appropriately use abstract concepts in paper; (b) clear communication of ideas; (c) details and examples to support conclusions and interpretations, (d) good use of grammar; and (e) careful editing of papers.

4 = Evidence of (a) an ability to appropriately use abstract concepts in paper; (b) clear communication of ideas; (c) details and examples to support conclusions and interpretations; (d) good use of grammar; (e) careful editing of papers, and (f) very well organized and conceptualized papers.

5 = Evidence of (a) an ability to appropriately use abstract concepts in paper; (b) clear communication of ideas; (c) details and examples to support conclusions and interpretations; (d) good use of grammar; (e) careful editing of papers; (f) very well organized and conceptualized papers; and (g) ideas being thought-provoking or original.

### **Organization of Portfolio**

1 = Portfolio has one or more of the following problems: (a) difficult to find material (e.g., supervisor's ratings) in sections; (b) not all sections are labeled; (c) not all sections have an introduction; (d) table of contents, program of study, copy of transcript, or practicum log summary are either difficult to locate or incomplete; (e) portfolio comes apart when used; and (f) original, graded course papers are omitted.

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**Student:**

**Student Reviewer:**

**Date:**

**Practicum Year Portfolio: Student Feedback / Comments**

1  
much below  
expected level

2  
below  
expected level

3  
expected level

4  
above expected  
level

5  
much above  
expected level

**Rating**

(1 to 5)

Professional Identity and Behavior \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Assessment \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Counseling \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Consultation and Collaboration \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Prevention \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Culture and Diversity \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Ethical and Legal Issues \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Student:**

**Student Reviewer:**

**Date:**

Program Evaluation and Research \_\_\_\_\_

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Information Technology \_\_\_\_\_

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Writing Skills \_\_\_\_\_

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Organization and Clarity of Portfolio \_\_\_\_\_

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**Student:**

**Faculty Reviewer:**

**Date:**

**Practicum Year Portfolio: Ratings and Comments**

1  
much below  
expected level

2  
below  
expected level

3  
expected level

4  
above expected  
level

5  
much above  
expected level

**Rating**  
(1 to 5)

\_\_\_\_\_ 1. Professional Identity and Behavior \_\_\_\_\_

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\_\_\_\_\_ 2. Assessment \_\_\_\_\_

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\_\_\_\_\_ 3. Counseling \_\_\_\_\_

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\_\_\_\_\_ 4. Consultation and Collaboration \_\_\_\_\_

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\_\_\_\_\_ 5. Prevention \_\_\_\_\_

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\_\_\_\_\_ 6. Culture and Diversity \_\_\_\_\_

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\_\_\_\_\_ 7. Ethical and Legal Issues \_\_\_\_\_

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**Student:**

**Faculty Reviewer:**

**Date:**

\_\_\_\_\_ 8. Program Evaluation and Research \_\_\_\_\_

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\_\_\_\_\_ 9. Information Technology \_\_\_\_\_

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\_\_\_\_\_ 10. Writing Skills \_\_\_\_\_

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\_\_\_\_\_ 11. Organization and Clarity of Portfolio \_\_\_\_\_

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