

**Portfolio Guidelines: Practicum Year Northeastern University's
CAGS Program in School Psychology
May 2018**

Introduction: Definition and Purposes of the Portfolio

All students are required to create a portfolio of their graduate school psychology training experience. 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 their learning about the chosen 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 regarding practice-related skills, which may be 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 review and critique their own portfolios, as well as review one of their peer's portfolios during the program. Following the peer review, program core faculty members review and give feedback on the portfolios on two occasions (initial review and final review).

During the second year of the Program, the portfolio, in conjunction with a review of student grades, annual evaluations, and practicum evaluations, form the basis of assessing student progress and determining the student's readiness for the third-year internship. **Passing scores on all areas of the portfolio are required prior to beginning the internship. The portfolio is 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 form). 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 the necessary habits and an understanding of the need for and skills required for continuous self-reflection and professional development as a life-long process.

The portfolios provide data about training outcomes. These data are used to assess the extent to which the Program is fulfilling its mission and attaining its goals, they provide important feedback with 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 portfolio evaluation system is consistent with the National Association of School Psychologists (NASP) Standards (2010) for Training.

School Psychology Program 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, intervention, and prevention skills; and (c) the ability to use knowledge and skills to facilitate the learning, social, and emotional development of children and adolescents. 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.

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, historical, institutional, and environmental forces that interact with one another to impact the learning, as well as the 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 as well as other aspects of culture such as religious beliefs, customs, art forms, diet, rituals, etc.) 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, working as collaborators with parents, and (b) drawing upon the rich resources of professionals from related disciplines and families and communities. The ecological perspective and the training themes are expected to be reflected in the students' portfolios.

Consistent with the goals of the Program and NASP Standards, 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, including instructional support to develop academic skills
- Are competent in delivering counseling services
- Are competent in consultation and collaboration with teachers and parents
- Are competent in prevention services, including school-wide practices to promote safe and effective learning environments and early intervention
- Are competent in systems level services including family-school collaboration
- 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 using information technology
- Are competent in written and oral communication

The relationship between NASP's standards and the Program's training goals and portfolio evaluation areas are depicted in the matrix at the end of this document.

General Portfolio Development Guidelines

Students develop their Portfolio throughout the first two years of the Program. All materials selected by the student should reflect their 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 Program, the portfolio will not be reviewed until the spring semester of the second year. The required portfolio elements listed below must be presented electronically and shared with peer reviewers and faculty via Dropbox or another storage mechanism. **Students should take the time to carefully and logically organize the materials in their portfolio so that elements are clearly presented and can be found quickly. Students should follow the organizing framework presented in the Pre-practicum Seminar. Care must be taken to redact all identifying information (i.e., names of children, parents, school staff, school districts and towns) in the portfolio documents.**

Part I: Portfolio Elements

The elements in Part I will provide the context for understanding the documentation included in the portfolio.

1. Table of Contents
2. Statement of Progress. The statement of progress should reflect the mission, philosophy and goals of the Program, and should address the following issues:
 - The student's strengths
 - The learning experiences that helped promote the student's professional growth or were especially meaningful (be sure to protect confidentiality).
 - Areas needing improvement or further development
 - A plan for improvement
 - Specialty areas the student might want to develop (e.g., bilingual assessment, early intervention, serving students with Autism Spectrum Disorders)
3. Program of Study
4. Copy of the transcript (this may be downloaded from MyNortheastern)
5. Practicum Log Summary

Part II: Documentation of Progress

The elements in this section will provide documentation of the student's progress. **Students should be sure to remove any information that might lead to the identification of a service recipient.** If you are not sure what information is appropriate to redact, consult the Ethical Guidelines for School Psychologists (i.e., National Association of School Psychologists and American Psychological Association) and/or your advisor.

Multiple examples of documentation are listed for each element. While many of the examples are required portfolio elements, some are illustrative, 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, students should 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 the portfolio. **If students want to use the same documentation to demonstrate their performance in multiple areas, this should be indicated; students should be sure to explain how the documentation meets each area. Also, students should clearly indicate where in the portfolio the documentation can be found. In regard to field supervisors' ratings, place the ratings that are most applicable to the relevant competency area in the appropriate sections of the portfolio.**

Progress Areas

At the beginning of each portfolio section, students should write a summary statement that provides an overview of all documentation contained in that section. It should be very clear to the reader what is included in each section and 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. **Students should carefully review the rubric in this document 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. Systems Level Services: Family–School Collaboration
7. Culture and Diversity
8. Ethical and Legal Issues
9. Program Evaluation and Applied Research
10. 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 part of school psychology practice 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. Students should refer to the rubrics for further guidance on how to organize the portfolio.

Portfolio Assessment Process

Students will review and adapt their portfolios during the spring of year 2 in the Program. Students also are required to update their portfolios with the case studies that are completed during the internship year. Each student will partner 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 (usually after spring break--see master calendar). 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 member has reviewed and rated the portfolio, the student 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 revision of the portfolio, and (c) improvement plans.

The second draft of the portfolio is due in early May (see master calendar). **Students should prepare a detailed cover letter indicating how the portfolio has been modified, 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 the 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 has 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.

Professional Identity and Professional Behavior

In this section, students should demonstrate (a) 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; and (b) application of 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.

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), (d) passing grade for *School Psychology Seminar* (that addresses 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), (e) passing scores on MA educator's test (MTEL), and (f) "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), (d) passing grade for *School Psychology Seminar* (that addresses 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), (e) passing scores on MA educator's test (MTEL), and (f) "expected level" or higher ratings from supervisor in this area.

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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) passing grade for *School Psychology Seminar* (that addresses 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), (e) passing scores on MA educator's test (MTEL), (f) attendance at least one professional workshop, and (g) "expected level" or higher 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) passing grade for *School Psychology Seminar* (that addresses 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), (e) passing scores on MA educator's test (MTEL), (f) attendance at more than one professional workshop and (g) "expected level" or higher ratings from supervisor in this area.

Assessment

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 with at least grade of B; and (d) at least one well-written comprehensive assessment report that reflects the administration and interpretation of diverse assessment methods, demonstrates clear consideration of cultural and/or linguistic factors, includes the Exclusionary Factors Checklist, and “meets expectations” based on the Comprehensive Psychoeducational Assessment Checklist.*

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 with at least grade of B; and (d) at least one well-written comprehensive assessment report that reflects the administration and interpretation of diverse assessment methods, demonstrates clear consideration of cultural and/or linguistic factors, includes the Exclusionary Factors Checklist, and “meets expectations” based on the Comprehensive Psychoeducational Assessment Checklist.*

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 with at least grade of B; and (d) at least one well-written comprehensive assessment report that reflects the administration and interpretation of diverse assessment methods, demonstrates clear consideration of cultural and/or linguistic factors, includes the Exclusionary Factors Checklist, and “meets expectations” based on the Comprehensive Psychoeducational Assessment Checklist.*

4 = 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 with a grade of A-; and (d) at least one well-written comprehensive assessment report that reflects the administration and interpretation of diverse assessment methods, demonstrates clear consideration of cultural and/or linguistic factors, includes Exclusionary Factors Checklist, and “exceeds expectations” based on the Comprehensive Psychoeducational Assessment Checklist.*

5 = 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 with a grade of A; and (d) at least one well-written comprehensive assessment report that reflects the administration and interpretation of diverse assessment methods, demonstrates clear consideration of cultural and/or linguistic factors, includes Exclusionary Factors Checklist, and “exceeds expectations” based on the Comprehensive Psychoeducational Assessment Checklist.*

***A 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 that clearly are linked to assessment results and include evidence-based interventions. All reports should contain a summary of interviews with at least one parent and one teacher. The assessment samples should demonstrate student’s skills to use psychological and educational assessment, data collection strategies, and technology resources as well as application of ecological and multicultural knowledge. Students should refer to the Comprehensive Psycho-educational Assessment Checklist in the Appendix.**

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 approaches used in the cases**, and students' use of evidence-based practices; (b) "expected level" or higher ratings from supervisor in this area, (c) one course-related paper/project that received a grade of "B" or higher, and connects counseling theory to practice; (d) case summary that received a grade of B or higher from at least one individual counseling case from Counseling Children and Adolescents in Schools Part 2*, and (e) case summary that received a grade of B or higher from at least one group counseling case from Counseling Children and Adolescents in Schools Part 2*.

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 approaches used in the cases**, and students' use of evidence-based practices; (b) "expected level" or higher ratings from supervisor in this area, (c) one course-related paper/project that received a grade of "B" or higher, and connects counseling theory to practice; (d) case summary that received a grade of B or higher from at least one individual counseling case from Counseling Children and Adolescents in Schools Part 2*, and (e) case summary that received a grade of B or higher from at least one group counseling case from Counseling Children and Adolescents in Schools Part 2*.

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 approaches used in the cases**, and students' use of evidence-based practices; (b) "expected level" or higher ratings from supervisor in this area, (c) one course-related paper/project that received a grade of "B" or higher, and connects counseling theory to practice; (d) case summary that received a grade of B or higher from at least one individual counseling case from Counseling Children and Adolescents in Schools Part 2*, and (e) case summary that received a grade of B or higher from at least one group counseling case from Counseling Children and Adolescents in Schools Part 2*.

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 approaches used in the cases**, and students' use of evidence-based practices; (b) "expected level" or higher ratings from supervisor in this area, (c) one course-related paper/project that received a grade of "A-" or higher, and connects counseling theory to practice; (d) case summary that received a grade of A- from at least one individual counseling case from Counseling Children and Adolescents in Schools Part 2*, and (e) case summary that received a grade of A- from at least one group counseling case from Counseling Children and Adolescents in Schools Part 2*.

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 approaches used in the cases**, and students' use of evidence-based practices; (b) "expected level" or higher ratings from supervisor in this area, (c) one course-related paper/project that received a grade of "A", and connects counseling theory to practice; (d) case summary that received a grade of A or higher from at least one individual counseling case from Counseling Children and Adolescents in Schools Part 2*, and (e) case summary that received a grade of A from at least one group counseling case from Counseling Children and Adolescents in Schools Part 2*.

**The counseling case summaries for both the individual and group cases must:*

- *Describe the students' strengths and needs clearly;*
- *Define the counseling goals clearly;*
- *Establish criteria for counseling success;*
- *Describe specific progress monitoring and outcome measures and procedures;*
- *Describe the specific intervention strategies used in each session, demonstrating evidence-*

- based strategies to promote social–emotional functioning and mental health;*
- *Document counseling progress monitoring, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health;*
 - *Document counseling outcomes; and*
 - *Demonstrate consideration of the counselee’s ecological context including biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills.*

Intervention: Consultation and Collaboration

This section should reflect that the student has gained knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems used to promote effective implementation of interventions. The comprehensive case study should demonstrate students' skills to consult, collaborate, and communicate with others (especially colleagues, teachers and parents) during the design, implementation, and evaluation of services and programs.

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) "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) "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."

****All students must provide the completed, graded four-part case study from the consultation course (see below). 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 2010 NASP Standards, the cases provide students with an opportunity to document their positive impact on one or more students or teachers. If situational constraints prevent students from being as effective as they desired, students should please describe these constraints either within the report or in their introduction to the relevant section of the portfolio.

Intervention: Prevention

This section should reflect students' 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. Through the portfolio products, students should demonstrate knowledge and 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.

1 = Lack of two or more of the following: (a) an introductory statement that summarizes the student's involvement in prevention activities either at the classroom or school level, and how the products included in this section relate to prevention (b) "expected level" or higher ratings from supervisor in this area, and (c) course paper/project from the Behavior Management course that has a preventive focus with a grade of "B" or higher, (d) final paper from the Learning Problems 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, and how the products included in this section relate to prevention (b) "expected level" or higher ratings from supervisor in this area, and (c) course paper/project from the Behavior Management course that has a preventive focus with a grade of "B" or higher, (d) final paper from the Learning Problems 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, and how the products included in this section relate to prevention (b) "expected level" or higher ratings from supervisor in this area, and (c) course paper/project from the Behavior Management course that has a preventive focus with a grade of "B" or higher, (d) final paper from the Learning Problems 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, and how the products included in this section relate to prevention (b) "expected level" or higher ratings from supervisor in this area, and (c) course paper/project from the Behavior Management course that has a preventive focus with a grade of "A-" or higher, (d) final paper from the Learning Problems 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, and how the products included in this section relate to prevention (b) "expected level" or higher ratings from supervisor in this area, (c) course paper/project from the Behavior Management course that has a preventive focus with a grade of "A," (d) final paper from the Learning Problems course with a grade of "A" or higher.

Systems Level Services: Family–School Collaboration

This section should reflect students’ 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. Students should 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 enhanced academic and social–behavioral outcomes for children.

1 = Lack of two or more of the following (a) an introductory statement that summarizes student’s involvement in collaboration between families and schools, (b) “expected level” or higher ratings from supervisor in this area*, (c) an example of family-school collaboration from your practicum work.

2 = Lack of one or more of the following (a) an introductory statement that summarizes student’s involvement in collaboration between families and schools, (b) “expected level” or higher ratings from supervisor in this area*, (c) an example of family-school collaboration from your practicum work.

3 = Evidence of (a) an introductory statement that summarizes student’s involvement in collaboration between families and schools, (b) “expected level” or higher ratings from supervisor in this area*, (c) an example of family- school collaboration from your practicum work.

4 = Evidence of (a) an introductory statement that summarizes student’s involvement in collaboration between families and schools, (b) “expected level” or higher ratings from supervisor in this area*, (c) two examples of family-school collaboration from your practicum work.

5 = Evidence of (a) an introductory statement that summarizes student’s involvement in collaboration between families and schools, (b) “expected level” or higher ratings from supervisor in this area*, (c) more than two examples of family-school collaboration from your practicum work.

***Note: The supervisor evaluation items required for this area include:**

- ***Has knowledge of research related to family systems, strengths, needs, and culture.***
- ***Has knowledge of research related to evidence-based strategies to support family influences on children’s learning, socialization, and mental health***
- ***Has knowledge of research related to developing collaboration between families and schools.***
- ***Is aware of how culture, family, biology, developmental processes, and the learning environment interact to impact learning.***
- ***Knows the cultural and social background of the children and families that he/she directly serves.***

Culture and Diversity

This section should reflect students' knowledge of: individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. Students should demonstrate an understanding and respect for diversity in development and learning, and the importance of advocacy for social justice. Students should also demonstrate skills to promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds across multiple contexts.

1 = Lack of two 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, and these considerations are clearly outlined in a submitted narrative.*

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, and these considerations are clearly outlined in a submitted narrative.*

3 = Evidence of (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, and these considerations are clearly outlined in a submitted narrative.*

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) "expected level" or higher 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, and these considerations are clearly outlined in a submitted narrative.*

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) "expected level" or higher 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, and these considerations are clearly outlined in a submitted narrative.*

****The reports on assessment, consultation, and counseling are expected to demonstrate consideration of cultural and linguistic issues in each section. For example, in the background section for a psycho-educational assessment, the child's English language proficiency, language spoken at home, ethnicity, and other relevant information about cultural and ecological context should be included. When assessing a linguistically diverse child, language dominance and proficiency of English should be assessed before determining who (bilingual or monolingual school psychologist) should evaluate the child and what methods and tools should be used. In the section of assessment methods and tools, the rationale for selecting the listed methods and instruments should be reported (briefly) along with the cultural validity of the instruments for the child and the referral question. Cultural and linguistic consideration should be evident in test administration and interpretation, case conceptualization, and intervention goals and strategies.***

Ethical and Legal Issues

In this section, students should demonstrate knowledge and skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals.

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, and these considerations are clearly outlined in a submitted narrative.

2 = Lack of one 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, and these considerations are clearly outlined in a submitted narrative.

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, and these considerations are clearly outlined in a submitted narrative.

4 = Evidence of (a) an introductory statement that summarizes evidence presented in the section,* (b) “expected level” or higher ratings from supervisor in this area, (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, and these considerations are clearly outlined in a submitted narrative.

5 = Evidence of (a) an introductory statement that summarizes evidence presented in the section,* (b) “expected level” or higher ratings from supervisor in this area, (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, and these considerations are clearly outlined in a submitted narrative.

****The evidence presented should (1) identify the major ethical dilemmas involved in the cases; (2) identify the ethical/ legal issues involved in the case, citing the ethical principles from NASP/APA standards and guidelines and relevant law; (3) discuss institutional constraints and resources; and (4) describe the ethical decision-making process that the student has taken or would take to reflect how s/he applies ethical knowledge to his/her school psychology practice.***

Program Evaluation and Applied Research

In this section, students should demonstrate: (a) 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; and (b) skills to evaluate and apply research as a foundation for service delivery and 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 levels.

1 = Lack of two 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 that reflects knowledge of research design, statistics, measurement, varied data collection and analysis techniques; and (c) one course-related paper that summarizes the research literature relative to a 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, reflecting knowledge and skills of program evaluation, 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 that reflects knowledge of research design, statistics, measurement, varied data collection and analysis techniques; and (c) one course-related paper that summarizes the research literature relative to a 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, reflecting knowledge and skills of program evaluation, 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 that reflects knowledge of research design, statistics, measurement, varied data collection and analysis techniques; and (c) one course-related paper that summarizes the research literature relative to a 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, reflecting knowledge and skills of program evaluation, 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 that reflects knowledge of research design, statistics, measurement, varied data collection and analysis techniques; (c) one course-related paper that summarizes the research literature relative to a specific area related to school psychology, and received a grade of "A-" or higher, (d) the "evaluation" report on the consultation case earned a grade of "A-" or higher, reflecting knowledge and skills of program evaluation, and (e) "expected level" or higher ratings from supervisor in this area.

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 that reflects knowledge of research design, statistics, measurement, varied data collection and analysis techniques; (c) one course-related paper that summarizes the research literature relative to a 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", reflecting knowledge and skills of program evaluation, ; (e) "expected level" or higher ratings from supervisor in this area, 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 = Lacks 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, (e) use of computer software to graph baseline and intervention phases of a case and (f) “expected” level or higher ratings from supervisor in this area.

2 = Lacks 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 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, (e) use of computer software to graph baseline and intervention phases of a case and (f) “expected” level or higher ratings from supervisor in this area.

3 = 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) “expected” level or higher ratings from supervisor in this area.

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, (f) use of spreadsheet functions to analyze data, and (g) “expected level” or higher 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 and spreadsheet functions to analyze data, and (g) “expected level” or higher ratings from supervisor in this area.

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; (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; (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; (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; (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 materials; (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) 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 is 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 is provided.

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)

_____ 1. Professional Identity and Behavior _____

_____ 2. Assessment _____

_____ 3. Counseling _____

_____ 4. Consultation and Collaboration _____

_____ 5. Prevention _____

_____ 6. Systems Level Services: Family–School Collaboration _____

_____ 7. Culture and Diversity _____

_____ 8. Ethical and Legal Issues _____

_____ 9. Program Evaluation and Research _____

_____ 10. Information Technology _____

_____ 11. Writing Skills _____

_____ 12. Organization and Clarity of Portfolio _____

Student:

Faculty Reviewer:

Date:

Practicum Year Portfolio: Ratings and Comments

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

Rating
(1 to 5)

- _____ 1. Professional Identity and Behavior _____

- _____ 2. Assessment _____

- _____ 3. Counseling _____

- _____ 4. Consultation and Collaboration _____

- _____ 5. Prevention _____

- _____ 6. Systems Level Services: Family–School Collaboration _____

- _____ 7. Culture and Diversity _____

- _____ 8. Ethical and Legal Issues _____

- _____ 9. Program Evaluation and Research _____

- _____ 10. Information Technology _____

- _____ 11. Writing Skills _____

- _____ 12. Organization and Clarity of Portfolio _____

MATRIX OF NASP STANDARDS & OUR TRAINING GOALS/ASSESSMENTAREAS

NASP Standards	Northeastern University's Training Goals*								
	PIB	ASS	COUN	CONS	PRE	CUL	EVA	ETH	CIT
II. Data-Based Decision-Making and Accountability		√	√	√	√		√		√
III. Consultation and Collaboration	√	√	√	√	√				
IV. (4.1) Interventions and Instructional Support to Develop Academic Skills		√		√					
IV. (4.2) Interventions and Mental Health Services to Develop Social and Life Skills		√	√	√	√				
V. (5.1) School-Wide Practices to Promote Learning				√	√				
V. (5.2) Preventive and Responsive Services			√	√	√				
VI. Family-School Collaboration services	√			√	√	√			
VII. Diversity in Development and Learning		√	√			√		√	
VIII. (8.1) Research and Program Evaluation				√			√		
VIII. (8.2) Legal, Ethical, and Professional Practice	√					√		√	√

*PIB – Professional Identity and Behavior, ASS – Assessment, COUN - Intervention: Counseling, CONS – Intervention: Consulting, PRE Intervention: Prevention, CUL – Culture and Diversity, EVA - Program Evaluation and Applied Research, ETH - Ethical and Legal Issues, CIT - Communication and Information Technology.

Appendix
Comprehensive Psychoeducational Assessment Checklist

NASP Standards Addressed:

- II Data-Based Decision-Making and Accountability
 - 4.1 Interventions and Instructional Support to Develop Academic Skills
- VII Diversity in Development and Learning
 - 8.2 Legal, Ethical, and Professional Practice

Program Training Goals Addressed:

- Assessment
- Culture and Diversity
- Ethical and Legal Issues
- Communication and Information Technology

Check List

Required Components for Each Section	
	<p>A. Background and Context This section should include all relevant data: cultural (race, gender, age, class, identity) background, family, birth and developmental issues when relevant, education, academic performance, onset of difficulty, and prior intervention.</p>
	<p>B. Biological information: Hearing, vision, any health issues, physical disabilities, medications, family health history, when relevant.</p>
	<p>C. Reason for Referral and Choice of Assessment Measures: The reason(s) for referral should be clearly stated. The purpose of the assessment should be phrased in terms of questions that can be answered. The assessment measures should be tailored to the referral question and to the client. Where there are constraints on the choice of instruments, justify your selection and explain the potential impacts on the quality of assessment in an Appendix. The latest versions of the instruments should be used. A comprehensive evaluation means that three or more of the following domains of functioning are assessed: (a) academic skills and performance, (b) behavior, (c) cognition, (d) social and emotional functioning, and (e) life skills. Data are derived from multiple assessment methods (interviews, tests, rating scales, direct observation, record review). All evaluations should include interviews with the child, parents, and teachers.</p>
	<p>D. Linking Data to Inferences: Inferences must be based on valid representations of assessment data. Only make those inferences for which the assessment or test is valid. The link between the data collected, inferences, conclusions, and recommendations should be clear. The content of the assessment report should answer the referral question(s), provide a clear understanding of the strengths, deficits, interests, and general functioning of the client, and distinguish between aspects of the individual that appear to be certain from those that are questionable. The report should also provide alternative explanations for the findings, where relevant. Rather than provide all the data in detail, summarize what the data indicate with respect to the referral problem / initial hypothesis. The conceptualization should reflect an ecological perspective. In particular, the report should explicitly consider contextual factors that affect the individual, including cultural and linguistic factors. Explain the connection between the referral problem and contextual factors.</p>

	<p><u>E. Summary and Recommendations:</u> Summarize the important findings and provide recommendations. Recommendations should be linked to assessment data, background information, and contextual factors, such as cultural and linguistic factors. Recommendations should take into consideration empirically-supported strategies. Recommendations should be both practical and specific. Recommendations should build upon the student's strengths and/or interests, as well as his/her difficulties and also the opportunities and constraints in the student's environment. In collaboration with others, the assessment is used to develop goals for the student.</p>
	<p><u>F. Appendix on Information Technology:</u> Summarize what information technologies you used during the assessment (e.g., computer scoring program), analyzing the data (e.g., graphing of data), or writing the report (e.g., using digital databases to find research articles).</p>
	<p><u>G. Appendix on Ethical and Legal Issues:</u> Indicate how you abided by relevant NASP and APA ethical standards in conducting the assessment and reporting the results. Cite the specific standards. For example, taking adequate steps to protect anonymity: omit names of people, birthdates, towns, school systems, etc. Indicate how you abided by relevant state and national laws or regulations. Cite the specific laws or regulations.</p>
	<p><u>H. Appendix on Addressing IDEA Exclusionary Clauses</u> Used the <u>Checklist for Addressing IDEA Exclusionary Clauses</u> (see Appendix) to review how well you addressed IDEA Exclusionary Clauses.</p>
	<p><u>I. Language:</u> Use succinct and clear language that is devoid of jargon, pejorative or judgmental language, grammatical problems, colloquial expressions (e.g., mom), typographical and spelling errors. Sentences and ideas within and between sections are logically related to one another. Write in specifics rather than in overly broad generalizations. If a diagnostic category is used (e.g., attention deficit disorder), describe specifically what behaviors are relevant for this case.</p>

Appendix

Checklist for Addressing IDEA's Exclusionary Clause for SLD Identification

Psycho-educational assessment reports demonstrate consideration of cultural and linguistic issues in every section of the report. For example, in the background section, the child's English language proficiency, language spoken at home, ethnicity, and other relevant information about cultural and ecological context should be included. When assessing a linguistically diverse child, language dominance and proficiency of English should be assessed before determining who (bilingual or monolingual school psychologist) should evaluate the child and what methods and tools should be used. In the section describing the assessment methods and tools used, the rationale for selecting the listed methods and instruments should be reported (briefly) along with the cultural validity of the instruments for the child and the referral question. Cultural and linguistic consideration should be evident in test administration and interpretation, case conceptualization, and intervention goals and strategies

In determining SLD eligibility, the multidisciplinary team must rule out that the primary cause of the deficit is caused by (a) a visual, hearing, or motor disability, (b) intellectual disability, (c) emotional disturbance, (d) cultural factors, (e) environmental or economic disadvantages, or (f) limited English proficiency.

How to establish evidence for students

Inquire:	Yes	No	Comments
Who made the referral for an evaluation of suspected learning disability and for what reason			
Determine whether the learning difficulty is related to English language proficiency			
For ELL students, determine if the student's teachers are cognizant of the process of second language acquisition and its implications for student learning in the classroom			
Determine whether the child has received appropriate instruction			
Describe what formal and informal interventions have been tried for how long, and what were the child's responses to the interventions			
Determine if parents/care-givers and teachers share the same concern about the child			
Collect comprehensive background information			
School history			
Developmental history			
Functioning at home and school, including relationships with family members, peers and teachers			
Mental and physical health including visual, hearing and motor functioning			
Cultural and linguistic information of the child and family, such as culture of origin, birth place, immigration, languages spoken by the child and parents at home			
Environmental and socio-economic conditions at home			
Ensure that the information is collected from multiple			

sources, including a careful review of the school record, and interviews with the child, parents/care-takers and teachers.			
For bilingual students, gauge English and native language proficiency and acculturation level especially before testing with nationally standardized norm-referenced instruments			
Address the IDEA exclusionary clause of inappropriate instruction			
Understand teacher perceptions about the student's lack of academic progress by examining comparison standards. (Is the ELL student being compared to native English speakers?)			
To what extent does the student understand teacher instruction?			
Does the instruction address the student's needs?			
Address the IDEA exclusionary clause of emotional disturbance			
Review the information from the referral source, school records, and interviews with the child, parents/care-takers and teachers			
-If no concern about socio-emotional functioning from any source, no formal assessment in this area will be warranted.			
-If there are concerns: Take into account the stressors from differential expectations between home and school. Conduct an assessment based on the IDEA criteria for emotional disturbance.			

* Adapted from Chieh Li and Zhengzheng Wang (2014) School-based assessment with Asian children and adolescents, in Lorraine T. Benuto, Nicholas Thaler, and Brian D. Leany (Eds.), *Guide to Psychological Assessment with Asian Americans*, 393-405. New York, NY: Springer.