UNIVERSITY OF LA VERNE

COLLEGE OF EDUCATION AND ORGANIZATIONAL LEADERSHIP

SCHOOL PSYCHOLOGY PREPARATION PROGRAM

PROFESSIONAL PORTFOLIOS FOR SCHOOL PSYCHOLOGY CANDIDATES

By

Jackie M. Allen, Ed.D.
Associate Professor of Education and Chair of School Psychology Preparation Program

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INTRODUCTION

A portfolio: a “collection of artifacts—samples of work, photographs, papers, testimonials—that an individual purposefully compiles to create a visual documentation of her/his accomplishments.” –Mary Robins

The *Handbook for Professional Portfolios for School Psychology Candidates* is designed to showcase your individual accomplishments, competencies, and achievements during your School Psychology Preparation Program at the University of La Verne. The school psychology program portfolio will:

1. Prepare you for future school psychology positions

2. Demonstrate your progress in the school psychology program—course work, knowledge, skills, professional development experiences, and practical experiences during your practica and supervised fieldwork/internship.

3. Provide you with the opportunity to self-reflect and self-evaluate your progress and assess your needs for future growth.
PORTFOLIO DEVELOPMENT

What Is the School Psychology Portfolio?

The school psychology portfolio is a collection of both formative (developmental process) and summative (final product) assessments, activities, reflections, and artifacts of graduate student work during the 3 years of the school psychology program. In addition, it is a career planning activity to prepare a student for future job interviews and preparation for leadership in the educational system. Portfolios contain evidence of knowledge, skills, and dispositions (Brown & Irby, 2001).

Putting together your portfolio requires organizational skills, inquiry, and reflection. You will be collecting, sorting, selecting, describing, analyzing, and evaluating evidence to demonstrate your accomplishments during the school psychology program and to provide evidence of your competency as a future school psychologist. A review of the work you have done during the school psychology program will provide you with the opportunity to reflect on your accomplishments and provide the opportunity to improve personal practice. You will come to the realization that you have satisfactorily completed the requirements of the school psychology program and feel good about your growth and accomplishments. You will be able to map new goals and plan for future growth.

Portfolio development is not a one-time activity, it is a valuable opportunity for self reflection and career growth.
Purposes of the Your School Psychology Portfolio

- A method for evaluating the your success as a graduate student
- A means of reflection on your progress
- A method for translating the learning from instructors to students
- An activity in authentic assessment
- A vehicle for instructors to evaluate your learning process
- A culminating activity to determine candidate competence

Preparing for Success in Your Portfolio Development

1. Review portfolio guidelines and checkpoints. Place a copy of the guidelines in your comprehensive portfolio for easy reference.

2. Create a draft portfolio calendar or time line. List important portfolio planning, collection, and assessment activities on your calendar.

3. Align your coursework with the portfolio process. Review your course or program documents to determine if they have a carefully articulated portfolio process.

4. Consult other completed portfolios as examples. If possible, review other portfolios completed by program alumni.

5. Repeat these steps throughout your portfolio development process as an ongoing reference for updating and refinement.

OVERVIEW OF THE SCHOOL PSYCHOLOGY PROGRAM PORTFOLIO

Your Portfolio will consist of two separate parts, or portfolios.

In Part I, you will develop an Employment Portfolio to include:

1. Professional Chronological Resume.
2. Letters of Recommendation.
3. Cover letter for a school psychology position.
4. Personal philosophy of school psychology.
5. Delivery of school psychology services (including evidence of school psychology domains and Response to Intervention model)
6. List of assessment instrument competency
7. Samples of psychoeducational reports

In Part II, you will develop an Exit Portfolio to include:

1. Evidence of Learning Outcomes
2. Practica Documents
3. Supervised Field Experience Documents
4. Course Documentation
5. Graduate Seminar Assignments

Your professional portfolios should be placed in a three-ring binders with tabs and a Table of Contents for final submission during the culminating activity in the School Psychology Preparation Program—Graduate Seminar in School Psychology (Education 598).
PART I
PROFESSIONAL EMPLOYMENT PORTFOLIO
PART I

PROFESSIONAL EMPLOYMENT PORTFOLIO

The purpose of this section is to prepare a portfolio that you can use when seeking employment as a school psychologist. Resume-based portfolios are to help you demonstrate and verify your past work and/or field work experiences to potential employers and to help distinguish you from other potential employees. Benefits from this type of portfolio are: the self-assessment used to generate the portfolio, considering a time when you have used particular skills or competencies in your field work, and demonstrating that you have thought out your career goals and abilities.

This portfolio will prepare you for job interviews, especially when the hiring manager uses “behavioral interviewing techniques”—with the concept that past experiences predict future capabilities and performance. Taking the career portfolio with you to the job interview will also provide you with additional material to show the prospective employer, experiences, and products that might not be readily evident on a job application. And finally, with a career portfolio in hand, you will relax and be able to talk about your qualifications with knowledge and ease.

In preparing your career portfolio you should consider three primary questions (Mary Robins, 2002):

Purpose: What audience will be receiving this portfolio?

Goals and objectives: What do you want to convey about your skills, competencies, and/or behaviors?

Desired outcomes: What do you expect to be the outcome of creating and sharing your portfolio?
SECTION I

PROFESSIONAL CHRONOLOGICAL RESUME

This section should include a one to two page professional chronological resume or chronological-functional resume (in reverse chronological order) including:

1. Name; address; work, home, and cell phone numbers; e-mail address
2. Career Objective: school psychologist
3. Educational background
4. California credentials/licenses held
5. Professional experience (e.g., teaching, counseling, school psychology, private sector, including memberships on committees and task forces and including community involvement and service)
6. Professional memberships (e.g. CASP, NASP, APA or other educational organizations)
7. Honors, awards, scholarships, and grants (graduate and undergraduate)
8. Professional presentations and publications
9. Specialized skills (e.g., foreign language, computer skills- list programs in which you are proficient)
10. References (available upon request)

Sample in Appendix A
Assistance with resume writing is available from http://www.totalresume.com/ including three sample resumes.
SECTION II

LETTERS OF RECOMMENDATION

Include letters of recommendation from your university professors, on site supervisor, and other appropriate testimonies of your work as a school psychologist trainee.

SECTION III

COVER LETTER FOR SCHOOL PSYCHOLOGY POSITION

This section should include a cover letter for a school psychology position of one page in length. The cover letter would emphasize how your background, skills, experiences, and qualifications would meet the needs of a school or school district.

An actual letter would be tailored to each position you apply for, after analyzing the contents of a specific job announcement. Attach a copy of a Web page, job flyer, or newspaper add for the specific position.

Susan Ireland suggests that there are four general recommendations for writing a cover letter:

1. Make a personal connection
2. Show personality
3. Initiate action
4. Make it quick and easy to read

Sample in Appendix B
Assistance with cover letters can be found from www.susanireland.com/coverletterwork.htm
SECTION IV

PERSONAL PHILOSOPHY OF SCHOOL PSYCHOLOGY

This section should include a five to ten page essay on your personal philosophy of school psychology, including the theories of counseling and school psychology to which you subscribe, and why.

Incorporate you thoughts about IDEA and special education, NASP school psychology domains, inclusion, assessment methods, Response to Intervention, multicultural assessment, professional development, collaboration, and other current issues in school psychology in your essay.
SECTION V

DELIVERY OF SCHOOL PSYCHOLOGY SERVICES

In this section candidates should demonstrate knowledge of models and methods of delivery of school psychology services. It should include artifacts for the following domains of practice:

- Data-based Decision-Making
- Collaboration and Consultation
- Counseling and Crisis Intervention
- Home/School/Community Communication
- Academic and Behavior Interventions
- Individual Assessment
- Program Planning and Evaluation

Include at least five graphic displays of data (e.g., bar graph, pie chart), focusing on what students or staff did, as a result of your intervention as a school psychology trainee. Data collection methodology could include pre/post surveys, anecdotal records, rating charts, or other assessments.

Some or all of these artifacts may be taken from Part II in this document, the Exit Portfolio, from classes you have already taken.

Remember, that this section is designed to be the “greatest hits” of your career as a school psychology trainee.

Sample in Appendix C
SECTION VI

LIST OF ASSESSMENT INSTRUMENT COMPETENCY

Include a list of assessment instruments you have learned in class and during your field experience and feel competent in administering.

SECTION VII

SAMPLE PSYCHOEDUCATIONAL REPORTS

In this section you will include three psychoeducational reports demonstrating you competence in report writing and interpretation: one cognitive report, one comprehensive report with social/emotional assessment, and one report from the Alternative Assessment class.
A portfolio is a wonderful tool to use when you want to document your academic learning, the skills and competencies you have learned in school or on the job, your achievements, and even your own personal growth over time.

-Mary Robins
SECTION I

STUDENT COMPETENCE

PART A: EVIDENCE OF LEARNING OUTCOMES

FOR ALL COURSES IN THE SCHOOL PSYCHOLOGY
PREPARATION PROGRAM

Part of the evaluation process in all courses shall include the following documents to be turned in to the instructors at the conclusion of the courses:

1. Evidence of how and to what extent knowledge, experiences, and/or skills under each learning outcome contained in the course outlines were met by the student.

2. Statement of self-reflection on expectations/needs for future growth under each of the learning outcomes in these courses. If none is needed for a specific outcome, “not applicable” should be written by the student.

3. Students are to be specific and detailed under numbers one and two above.

After being critiqued by the instructors, these documents are to be signed, dated, and returned to the student and placed in the student’s Professional Portfolio for School Psychology Candidates.

This task can be accomplished by using the form entitled Evidence of Meeting Learning Outcomes Contained in Course Syllabus in the Handbook for School Psychology Trainees.

PART B: PRACTICA DOCUMENTS

1. Practica activities are designed to meet the unique individual needs of school psychology candidates. Practica activities are part of most courses. These activities will be explained in depth in each of these courses by your instructor.

2. All Practicum Evaluation forms should be included in your portfolio.

3. All practica activities should be chosen with the guidance of your instructor, approved, and signed off in the student Practicum Log by the instructor and/or by a professional representative at the location where the activity took place. When the logs are completed, they should be placed in your portfolio.

4. All practica activities can be logged by using the form entitled Weekly Log of
Practicum Hours in the *Handbook for School Psychology Trainees*. You may make duplicate copies of the form.

**PART C: SUPERVISED FIELD EXPERIENCE DOCUMENTS**

Supervised Field Work (Internship) will be explained in great detail in Education 589 A & B, by your instructor. Forms for logging supervised field work will be provided to you during supervised field work.

**PART D: COURSE DOCUMENTATION**

In addition to including Evidence of Meeting Learning Outcomes contained in Course Syllabus, and where applicable Weekly Log of Practicum Hours and Weekly Log of Supervised Field Work (Internship) Hours samples of relevant documents, artifacts, and work products should be included with the Evidence of Learning Outcomes for each course in Part A of Student Competence in Section I of the Program and Professional Competency Portfolio. These may include, but are not limited to:

1. Meeting agendas
2. Sample letters
3. Results of personal assessment instruments
4. Photographs
5. Research projects
6. Papers
7. SPARC
8. Presentations made
9. Publications (e.g., handbooks)
10. Assessment reports
11. Individual Education Programs or Individual Transition Plans
12. Section 504 Goals or Behavior Plans
13. Evidence of professional development activities
Emphasis should be place on quality, not quantity.

Required Documentation by Course (a separate subsection in your portfolio must be developed for each course):

Education 501—Education Assessment—“Evidence of Meeting Learning Outcomes Contained in Course Syllabus” and relevant documents.

Education 502—Learning Disabilities and Neurology—“Evidence of Meeting Learning Outcomes Contained in Course Syllabus” and relevant documents.

Education 503—Educational Psychology—“Evidence of Meeting Learning Outcomes Contained in Course Syllabus” and relevant documents.

Education 504—Methods of Research—“Evidence of Meeting Learning Outcomes Contained in Course Syllabus” and relevant documents.

Education 535—Child Psychopathology—“Evidence of Meeting Learning Outcomes Contained in Course Syllabus” and relevant documents.

Education 547—Introduction to School Psychology—“Evidence of Meeting Learning Outcomes Contained in Course Syllabus” and relevant documents.

Education 548—Program Planning and Evaluation—“Evidence of Meeting Learning Outcomes Contained in Course Syllabus” and relevant documents.

Education 549—School Counseling Theories—“Evidence of Meeting Learning Outcomes Contained in Course Syllabus” and relevant documents.

Education 550—Human Development—“Evidence of Meeting Learning Outcomes Contained in Course Syllabus” and relevant documents.

Education 564—Instruction and Achievement—“Evidence of Meeting Learning Outcomes Contained in Course Syllabus” and relevant documents.

Education 567—School Safety and Crisis Prevention—“Evidence of Meeting Learning Outcomes Contained in Course Syllabus” and relevant documents.

Education 571—Individual Counseling Skills—“Evidence of Meeting Learning Outcomes Contained in Course Syllabus” and relevant documents.

Education 572—Group Counseling Skills—“Evidence of Meeting Learning Outcomes Contained in Course Syllabus” and relevant documents.
Education 573—Counseling Diverse Populations—“Evidence of Meeting Learning Outcomes Contained in Course Syllabus” and relevant documents.

Education 574—Facilitation, Consultation, and Collaboration Skills—“Evidence of Meeting Learning Outcomes Contained in Course Syllabus” and relevant documents.

Education 577—Individual Assessment—“Evidence of Meeting Learning Outcomes Contained in Course Syllabus” and relevant documents.

Education 578—Advanced Assessment—“Evidence of Meeting Learning Outcomes Contained in Course Syllabus” and relevant documents.

Education 579—Alternative Assessment and Behavior Intervention—“Evidence of Meeting Learning Outcomes Contained in Course Syllabus” and relevant documents.

Education 586 A & B—Practicum A & B—“Evidence of Meeting Learning Outcomes Contained in Course Syllabus” and relevant documents.

Education 589 A & B—Supervised Field Work—Levels I & II—“Evidence of Meeting Learning Outcomes Contained in Course Syllabus” and relevant documents.

Education 598—Graduate Seminar in School Psychology—“Evidence of Meeting Learning Outcomes Contained in Course Syllabus” and relevant documents.
SECTION II

GRADUATE SEMINAR ASSIGNMENTS

INSERVICE PRESENTATION

A copy of your inservice presentation is included in this part of the portfolio.

CASE STUDIES

Two case studies you presented during the Graduate Seminar class are included in this section.

CULMINATING ESSAY

No one can teach you how to become yourself, to take charge, to express yourself, except you.

-William Bennis

In this section you are to include a five to seven page essay on the knowledge, skills, and experiences you have acquired in the School Psychology Preparation Program, self-reflection on expectations/needs for future growth, as well as what you have learned about yourself as a person and as a professional during the program.

The PowerPoint of your final presentation and a copy of your culminating essay complete this section.

PRAXIS SCORES

Include a copy of your Praxis scores (National School Psychology Exam) and also e-mail those scores to Dr. Allen.
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<td>Professional Employment Portfolio (Sections V-VII)</td>
<td>February 15, 2010</td>
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<tr>
<td>Program and Professional Competency Portfolio</td>
<td>March 15, 2010</td>
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<td>(Section II- Inservice Presentation and Case Studies)</td>
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<td>Program and Professional Competency Portfolio</td>
<td>March 29, 2010</td>
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<td>Completed Professional Employment and Program and Professional Competency Portfolios-all sections</td>
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REFERENCES AND RESOURCES

Articles and Books


Some Internet Resources


www.susanireland.com/coverletterwork.htm

http://edweb.sdsu.edu/csp/sp/students-portfolio.html

http://edweb.sdsu.edu/csp/sp/port_article.pdf

http://umb.edu/academics/departments/counseling_school_psychology/schoolpsychology/capstone.html


http://www.ncrel.org/sdrs/areas/issues/students/earlycld/ea51143.htm

http://career-advice.monster.com/
APPENDICES
APPENDIX A

Sample School Psychologist Resume

Soon To be SCHOOL PSYCHOLOGIST

1950 Third Street

La Verne, California 91750

(909) 593-3511 e-mail jallen@laverne.edu

OBJECTIVE To obtain a school psychologist position in ABC School District.

EDUCATION Currently pursuing an MS in School Psychology and a California Pupil Personnel Services Credential with specialization in School Psychology at the University of La Verne. Graduation date: May 2010.


CALIFORNIA CREDENTIALS AND LICENSES

Internship Credential in School Psychology
Marriage, Family Therapist License # 1001

SCHOOL PSYCHOLOGY EXPERIENCE

Field Experience/Internship (2009-2010 1,200 hours) ABC School District
- Provided individual and group counseling for general and special education students
- Conducted 35 initial evaluations and reported results at IEPs
- Conducted 15 triennial evaluations and reported results at IEPs
- Served on the school crisis team
- Observed 25 students and provided information for SSTs
- Translated assessment results for Spanish speaking parents
- Made 10 home visits

Practicums (2007-2008 225 hours; 2008-2009 225 hours) Shadowed school psychologists, observed general and special education classrooms, attended SSTs, IEPs, and 504 meetings, conducted group counseling, provided individual DIS counseling.
- Developed counseling curriculum for elementary transition program
- Developed and initiated a school safety and crisis prevention plan
- Evaluation a suicide intervention program and provided feedback
- Conducted a study of school psychology case loads
• Conducted a study of reading interventions and provided feedback

PROFESSIONAL MEMBERSHIPS
California Association of School Psychologists
National Association of School Psychologists
American Psychological Association

HONORS AND AWARDS
Allen Family Scholarship 2009-2010
Graduate Merit Scholarship 2009-2010

PROFESSIONAL PRESENTATIONS AND PUBLICATIONS
Poster Presentation at California Association of School Psychologists
Presentation of Action Research Project at ULV School Psychology Symposium

SPECIALIZED SKILLS
Bilingual assessment (Spanish)
Behavioral Specialist
Proficient in Microsoft Word, Excel, PowerPoint

REFERENCES
On site supervisor
University Instructors
School Psychology Program Chair
APPENDIX B

College Grad Cover Letter Sample

No matter where you are in your career, a strong cover letter will help you make your case to potential employers. View our college grad cover letter sample below, or let an expert write your resume and cover letter with Monster's Resume Writing Service.

Josh Michaels
4 Church St. | Sometown, NJ 08888 | (555) 555-5555 | josh@somedomain.com

June 4, 2008

Katherine Yu
HR Director
ABC Company
1530 State St.
Anytown, NJ 08999

Dear Ms. Yu:

Your advertisement for an HR assistant fits my qualifications perfectly, and I am writing to express my interest in and enthusiasm for the position.

After completing a business degree from Rutgers University in May, I enrolled in a human resource development program to further enhance my credentials in the field.

Course highlights include: Leadership in an Organizational Setting, Performance & Task Analysis in Human Resource Development, and Technology in HR Settings.

Based on your description of the ideal candidate, I also offer:

- A solid educational foundation in organizational development, employee training and development skills and knowledge of how to use technology to improve individual/organizational performance.
- A proven ability to build rapport with individuals from all cultural and socioeconomic backgrounds.
- A track record of excellent performance as a part-time/summer employee concurrent with full-time college enrollment.
Technical proficiency in database programs (including Oracle) and MS Office Suite.

If you agree that my services would be valuable to ABC Company, I would very much like to meet in person to learn more about your HR support needs. Please feel free to call me at (555) 555-5555 or email at josh@somedomain.com.

Thank you for your time and review of the enclosed resume, and I look forward to speaking with you.

Sincerely yours,

Josh Michaels

Enclosure
This study was undertaken as an assignment in Program Planning and Evaluation class.  

The research question was:  Are students who participate in a structured transition program, TPP, better prepared for life after high school?  

The chart above shows some of the results of the study conducted by two school psychologist trainees. Students, parents, and case carriers completed surveys and were interviewed regarding post-secondary school transition training. Four categories were studied: employment, education, community, and independent living. The above chart shows the value of a structure transition program (TPP) versus a written transition plan only for special education students and provided the special education teacher and the school valuable information in determining whether the program should continue.
APPENDIX D

RUBRIC FOR PORTFOLIO EVALUATION