



California State University, Sacramento
School Psychology Program

College of Education
 Graduate and Professional Studies in Education
 6000 J Street
 Sacramento, CA

PORTFOLIO

The School Psychology Portfolio is used as a **formative** evaluation tool throughout the candidate’s enrollment in the CSUS school psychology training program. At the conclusion of the internship it is used as a **summative** evaluation. During the internship year a Behavior Intervention Case Study, and Academic Intervention Case Study, and a Psycho-educational Evaluation will be submitted by all interns and evaluated using criteria similar to that employed in EDS 240, EDS 243, and EDS 246A. It will also include an updated resume and the final School Psychology Internship Evaluation Form. **The Portfolio is aligned with NASP standards and the 10 NASP domains of school psychology graduate education and approximately as follows:**

NASP Domain/Standard	Applicable Items from Portfolio
Domain 2.1 <i>Data-Based Decision-Making and Accountability</i> Standard II <i>Practices That Permeate all Aspects of Service Delivery: Data-Based Decision-Making and Accountability</i>	1. Developmental and Health History Questionnaire (element #2) 2. GATE Evaluation (element #5) 3. Psychoeducational Evaluations (elements #8, 15, & 22) 4. FAA (element #10) 5. BIP (elements #11 & 20) 6. Academic Intervention Case Study (elements #12 & 21) 7. Assessment Resources Notebook (element #9) 8. Formative and Summative Early Fieldwork Evaluations (elements #13 & 18) 9. Final Intern Evaluation (element #19)
Domain 2.2 <i>Consultation and Collaboration</i> Standard III <i>Practices That Permeate all Aspects of Service Delivery: Consultation and Collaboration</i>	1. FAA (element #10) 2. BIP (elements #11 & 20) 3. Academic Intervention Case Study (elements #12 & 21) 4. Formative and Summative Early Fieldwork Evaluations (elements #13 & 18) 5. Final Intern Evaluation (element #19)
Domain 2.3 <i>Interventions and Instructional Support to Develop Academic Skills</i> Standard IV, Element 4.1 <i>Direct and Indirect Student Level Services: Interventions and Instructional Support to Develop Academic Skills</i>	1. Developmental and Health History Questionnaire (element #2) 2. CHC Handout (element #6) 3. Psychoeducational Evaluations (elements #8, 15, & 22) 4. FAA (element #10) 5. BIP (elements #11 & 20) 6. Disability Information pamphlet (element # 14) 7. Formative and Summative Early Fieldwork Evaluations (elements #13 & 18) 8. Final Intern Evaluation (element #19)
Domain 2.4 <i>Interventions and Mental Health Services to Develop Social and Life Skills</i> Standard IV, Element 4.2 <i>Direct and Indirect Student Level Services: Interventions and Mental Health Services to Develop Social and Life Skills</i>	1. Abstract of group curriculum (element #4) 2. Formative and Summative Early Fieldwork Evaluations (elements #13 & 18) 3. Final Intern Evaluation (element #19) 4. Crisis Intervention Script (element #16) 5. Suicide Intervention Script (element #17) 6. Community Resource Directory (element #23)
Domain 2.5 <i>School-Wide Practices to Promote Learning</i> Standard V, Element 5.1 <i>Direct and Indirect Services: Systems Level Services –Schools. School-Wide Practices to Promote Learning</i>	1. Formative and Summative Early Fieldwork Evaluations (elements #13 & 18) 2. Final Intern Evaluation (element #19)
Domain 2.6 <i>Preventive and Responsive Services</i> Standard V, Element 5.2 <i>Direct and Indirect Services: Systems Level Services –Schools. Preventive and Response Services</i>	1. Assessment Resources Notebook (element #9) 2. Crisis Intervention Script (element #16) 3. Academic Intervention Case Study (element #12) 4. Formative and Summative Early Fieldwork Evaluations (elements #13 & 18) 5. Suicide Intervention Script (element #17) 6. Final Intern Evaluation (element #19)
Domain 2.7 <i>Family–School Collaboration Services</i> Standard VI <i>Direct and Indirect services: Systems Level Services-Family</i>	1. Disability Information Pamphlet (element 14) 2. Final Intern Evaluation (element #19) 3. Academic Intervention Case Study (elements #12 & 21)
Domain 2.8 <i>Diversity in Development and Learning</i> Standard VII <i>Foundations of School Psychologists’ Service Delivery: Diversity</i>	1. Disability Information pamphlet (element # 14) 2. CHC Handout (element #6) 3. Academic Intervention Case Study (element #12) 4. Formative and Summative Early Fieldwork Evaluations (elements #13 & 18) 5. Final Intern Evaluation (element #19)
Domain 2.9 <i>Research and Program Evaluation</i> Standard VIII, Element 8.1 <i>Foundations of School Psychologists’ Service Delivery: Research and Program Evaluation</i>	1. Formative and Summative Early Fieldwork Evaluations (elements #13 & 18) 2. Final Intern Evaluation (element #19)
Domain 2.10 <i>Legal, Ethical, and Professional Practice</i> Standard VIII, Element 8.2 <i>Foundations of School Psychologists’ Service Delivery: Legal, Ethical, and Professional Practice</i>	1. Resume (element #1a, b, c, d, e) 2. Abstract of Group Curriculum (element # 4) 3. Psychoeducational Evaluations (elements #8, 15, & 22) 4. Formative and Summative Early Fieldwork Evaluations (elements #13 & 18) 5. Final Intern Evaluation (element #19)

PORTFOLIO OUTLINE

The portfolio serves several purposes:

- First, it will provide documentation of the competencies that you have developed while in the CSUS School Psychology Program.
- Second, it will allow you and the faculty to note any omissions in instruction, program, or competencies.
- Third, it will help you to better understand the knowledge base and skills pertinent to your practice as a school psychologist.
- Fourth, it will be a valuable document for presenting to prospective employers your competencies and experiences.
- Fifth, it will be a useful tool as you begin your school psychology practice.

Each semester you will be expected to add to your portfolio and have it reviewed by a faculty member. At the conclusion of your course work, during the internship year, your faculty advisor and/or Internship supervisors, will need to verify that the portfolio has been completed.

There are several approaches to constructing your portfolio and each person has his or her own approach. Because your portfolio is both a personal and public document it is important that it reflect your individuality as well as meet certain standards as to content. Here are some suggestions that we have for how you might organize your portfolio.

1. Resume
2. The following sections in which you would include examples of your work that are listed on the following page. You also might include in each section a list of relevant coursework completed:
 - a. Consultation
 - b. Intervention
 - c. Assessment
 - d. Counseling
 - e. Resources
 - f. Research
 - g. Law and Ethics
3. A list of your course work and/or a copy of your transcripts
4. Certificates/credentials/honors
5. Other items that reflect what you consider your strengths. This is a document to be proud of, so enjoy showing off your skills! For example, CASP or NASP presentations.

PORTFOLIO EVALUATION

The Portfolio must include, but shall not be limited to, the following documents

Keep this sheet in the front of your binder so that faculty can review and check off that the required documents are present.

Name: _____

Advisor: _____

Items initialed by instructor have been adequately met and are included in the portfolio.

Semester One: Fall semester, first year evaluation (EDS 245 instructor)

- _____ 1a. Resume (which will be updated each semester)
- _____ 2. Developmental/Health History Questionnaire (from EDS 248)
- _____ 3. Hotsheet (from EDS 245)
- _____ 4. Abstract of group curriculum (from EDS 231)
- _____ _____

Semester Two: Spring semester, first year (EDS 242A instructor)

- _____ 1b. Updated Resume
- _____ 5. GATE evaluation (from EDS 242B)
- _____ 6. CHC Handout (from EDS 242A)
- _____ 7. Client Case Study (from EDS 241)

Semester Three: Fall semester, second year (EDS 439A instructor)

- _____ 1c. Updated Resume
- _____ 8. Psychoeducational evaluation (from EDS 243A)
- _____ 9. Assessment Resources Notebook (from EDS 244)
- _____ 10. FBA (from EDS 240)
- _____ 11. BIP (from EDS 240)
- _____ 12. Academic Intervention Case Study (from EDS 246A)
- _____ 13. Early Fieldwork in School Psychology Evaluation Form (from EDS 439A)
- _____ _____

Semester Four: Spring semester, second year (EDS 439B instructor)

- _____ 1d. Updated Resume
- _____ 14. Disability information pamphlet (from EDS 247)
- _____ 15. Psychoeducational evaluation (from EDS 243B)
- _____ 16. Crisis Intervention script (from EDS 246B)
- _____ 17. Suicide Intervention script (from EDS 246B)
- _____ 18. Early Fieldwork Evaluation Form (from EDS 439B)
- _____ _____

Semesters Five & Six: Internship, third year (EDS 441B instructor and/or Internship Coordinator)

- _____ 1e. Updated Resume
- _____ 19. School Psychology Internship Evaluation Form
- _____ 20. Behavioral Intervention Case Study
- _____ 21. Academic Intervention Case Study
- _____ 22. Psychoeducational evaluation
- _____ 23. Community Resources Directory
- _____ _____ Selected materials (determined by supervisor & intern)