**The University of British Columbia**

Faculty of Education

Department of Educational and Counselling Psychology, and Special Education

**EPSE 590: Graduating Paper/Seminar:**

**School Psychology M.Ed. Portfolio**

(Approved by SCPS Faculty April 2013)

Students in the Master of Education program in School Psychology are required to prepare a professional portfolio to illustrate mastery of program goals. The content of the portfolio will include samples of work completed throughout the program as well as work created specifically for the portfolio. One copy of the portfolio will be retained by the program as a record of student completion of program requirements and attainment of program goals. The portfolio serves as the comprehensive examination for the master’s degree (in lieu of thesis) and as the culminating forum for program review of student preparation. For B.C. teachers, the Teacher Qualification Service requires a capstone experience.  The capstone experience is met in this program with the development of a professional portfolio.

**Enrolment:**

Master’s of Education students will enroll in EPSE 590 for 3 credits the term they begin their EPSE 589 Internship. They will receive a grade of “T” until the portfolio is completed. A number of the activities that the student engages in during the internship will be valuable as evidence for meeting the competencies to be detailed as a part of the EPSE 590 Portfolio. It is anticipated that this will coincide with the completion of the EPSE 589 Master’s Internship in School Psychology.

**Development of the Portfolio:**

The Practicum/Internship Coordinator is the primary person responsible for *coordinating* the EPSE 590 Portfolio with enrolled students. However, students will normally work closely with *both* their Program Advisor and the Practicum/Internship Coordinator in the development of their portfolio.

**Objectives:**

The following objectives serve as a guide to the portfolio course.

* To demonstrate mastery of the School Psychology M.Ed. Program goals.
* To demonstrate the student’s development of competency in the Domains of Training and Practice in School Psychology as set forth by the National Association of School Psychologists (revised 2010).
* To facilitate the transition from graduate student in school psychology to practicing school psychologist.
* To prepare materials for use in applications and interviews for positions as school psychologists upon graduation.
* To demonstrate a conceptual model or framework for school psychological service in terms of what the student thinks is important for school psychology practice as well how they hope to practice in their role as a school psychologist.
* To demonstrate the application of ethical principles and professional standards studied throughout their school psychology program.

**Contents of the Portfolio:**

The following information serves outlines the elements that must be included in all portfolios.

Students may select to present their portfolio in electronic or paper format or a combination of the two.

1. ***Table of Contents***
2. ***Up-to-date Professional Resume or Vita***
3. ***Current Transcript and Other Evaluations of Your Work***
4. ***Demonstration of Competencies***: Demonstration of student knowledge and professional competence in each of the 11 domains of school psychology graduate education and practice ( competence identified by NASP 2010 (detailed below):

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1. Data Based Decision-Making and Accountability

2. Consultation and Collaboration

3. Interventions and Instructional Support to Develop Academic Skills

4. Interventions and Mental-Health Services to Develop Social and Life Skills

5. School-Wide Practices to Promote Learning

6. Preventive and Responsive Services

7. Family-School Collaboration Services

8. Diversity in Development and Learning

9. Research and Program Evaluation

10. Legal, Ethical, and Professional Practice

11. Information Technology

Attainment of these competencies can be documented using the Domain Matrix presented below in Appendix B, with emphasis on self-evaluation of your current level of knowledge and professional competence in each area In the response to each domain, refer to specific learning activities, courses and other experiences during the period of the program that have contributed to development of knowledge and competence in the domain, and make reference to documents or other products that will support or illustrate the evaluation. The competencies section should include a summary grid listing the competencies, related courses, learning activities and work samples. An example is provided in Appendix C.

1. ***Annotated Work Samples with Rationale for Inclusion:*** Students must include a minimum of 6 and a maximum of 12 samples of their (best and most illustrative) work. Samples should be selected that are useful in documenting attainment of competencies and that reflect professional strengths. Annotations and rationale for each sample should describe: 1) What is the document (“What?”), 2) What competencies, skills, or strengths does it relate to or illustrate (“So what?”), and 3) What does it say about my current and future development (“Now what?”). Ensure that personal identifying information is removed from any samples of work related to clients. This section is particularly useful for prospective employers who want to know something about the student’s approach to School Psychology professional activities. The annotations can illustrate their insight and understanding of the strengths and characteristics of their work.
2. ***Personal Statement of Service Delivery Model and Goals for Professional Practice:*** In this section of the portfolio the student should articulate a personal conceptual model or framework for delivery of comprehensive school psychological services, with reference to both the context and their personal experience, background, coursework, special training, practica and field work. This statement should emphasize the aspects that the student thinks are important in School Psychology practice as well as those that s/he hopes to bring into her/his work as a professional.
3. ***Essay on Resolution of an Ethical, Legal or Standard of Practice Dilemma that You Have Faced or Observed During Your Professional Preparation.*** The student will prepare a 5 page double spaced paper discussing the resolution of a dilemma s/he has encountered. Typically this illustrates the student’s awareness of ethical dimensions to her/his work, an ability to conceptualize ethically relevant issues, familiarity with ethical guidelines, and a capacity to engage in ethical problem solving.

**Evaluation of the Portfolio:**

A final copy of the portfolio should be provided to the Practicum/Internship Coordinator and the Program Advisor for final evaluation. Approximately 2 to 4 weeks after receipt of the portfolio, the Practicum/Internship Coordinator will determine if the work is satisfactory. If satisfactory, the student will be notified and a grade of “P” or “Pass” will be assigned. If however, there are elements of the portfolio that are not deemed to be satisfactory, the student may be required to revise the portfolio until the product is deemed to be satisfactory by both of the reviewers. It is the responsibility of the Practicum/Internship Coordinator to turn in the final grade for the course (EPSE 590) upon completion of the portfolio and its evaluation. The Portfolio Evaluation Rubric provided in Appendix B will guide the final evaluation.

**Evaluation Appeal Process:**

In the event that a student wishes to appeal the instructor’s evaluation, the University procedures for "appeals of academic standing" should be followed. Note the following regarding Senate Appeals on Academic Standing: Students who wish to protest decisions relating to their academic studies may do so. The protest should be made initially as near the source of difficulty as possible, presumably an instructor, and progress to the head of the department concerned and then to the dean of the faculty. There is a standing committee of the University Senate, the Committee on Appeals on Academic Standing, which reviews all appeals made to the Senate, the senior academic authority in the University.

**Academic Honesty and Academic Misconduct:**

***Academic Honesty***. The following excerpts are taken from Chapter 5 of the 2006-2007 UBC Calendar, on Academic Regulations. Available at: http://www.students.ubc.ca/calendar. Students should be familiar with this information.

**2.1** Academic honesty is essential to the continued functioning of the University of British Columbia as an institution of higher learning and research. All UBC students are expected to behave as honest and responsible members of an academic community. Breach of those expectations or failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action.

**2.2** It is the student’s obligation to inform himself or herself of the applicable standards for academic honesty. Students must be aware that standards at the University of British Columbia may be different from those in secondary schools or at other institutions. If a student is in any doubt as to the standard of academic honesty in a particular course or assignment then the student must consult with the instructor as soon as possible, and in no case should a student submit an assignment if the student is not clear on the relevant standard of academic honesty.

**2.3** If an allegation is made against a student, the Registrar may place the student on academic hold until the President has made his or her final decision. When a student is placed on academic hold, the student is blocked from all activity in the Student Service Centre.

***Academic Misconduct***. Students are responsible for informing themselves of the guidelines of acceptable and non-acceptable conduct for graded assignments established by their instructors for specific courses and of the examples of academic misconduct set out below. Academic misconduct that is subject to disciplinary measures includes, but is not limited to, engaging in, attempting to engage in, or assisting others to engage, in any of the actions described below.

1. Cheating, which may include, but is not limited to:
   1. falsification of any material subject to academic evaluation, including research data;
   2. use of or participation in unauthorized collaborative work;
   3. use or possession in an examination of any materials (including devices) other than those permitted by the examiner;
   4. use, possession, or facilitation of unauthorized means to complete an examination (e.g., receiving unauthorized assistance from another person, or providing that assistance); and
   5. dishonest practices that breach rules governing examinations or submissions for academic evaluation (see the ***Rules Governing Formal Examinations***).
2. Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when another person's words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated (for example, within quotation marks or separately indented). Failure to provide proper attribution is plagiarism because it represents someone else's work as one's own. Plagiarism should not occur in submitted drafts or final works. A student who seeks assistance from a tutor or other scholastic aids must ensure that the work submitted is the student's own. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.
3. Submitting the same, or substantially the same, essay, presentation, or assignment more than once (whether the earlier submission was at this or another institution) unless prior approval has been obtained from the instructor(s) to whom the assignment is to be submitted.
4. Impersonating a candidate at an examination or other evaluation, facilitating the impersonation of a candidate, or availing oneself of the results of an impersonation.
5. Submitting false records or information, orally or in writing, or failing to provide relevant information when requested.
6. Falsifying or submitting false documents, transcripts, or other academic credentials.
7. Failing to comply with any disciplinary measure imposed for academic misconduct.

**APPENDIX A**

DESCRIPTION OF DOMAINS OF SCHOOL PSYCHOLOGY GRADUATE EDUCATION AND PRACTICE (NASP 2010 Standards for Graduate Preparation of School Psychologists)

1. Data-Based Decision Making and Accountability

* School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
* As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

1. Consultation and Collaboration

* School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.
* As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

1. Interventions and Instructional Support to Develop Academic Skills

* School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.
* School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

1. Interventions and Mental Health Services to Develop Social and Life Skills

* School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health.
* School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

1. School-Wide Practices to Promote Learning

* School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.
* School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

1. Preventive and Responsive Services

* School psychologists have 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.
* School psychologists, in collaboration with others, demonstrate 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. Family–School Collaboration Services

* School psychologists have 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.
* School psychologists, in collaboration with others, 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 enhancement of academic and social–behavioral outcomes for children.

1. Student Diversity in Development and Learning

* School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.
* School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

1. Research and Program Evaluation

* School psychologists have 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.
* School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

1. Legal, Ethical, and Professional Practice

* School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.
* School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

**APPENDIX B**

**DOMAIN MATRIX**

Type your responses within the appropriate boxes. Please save this document as a pdf file prior to submitting through the online application process.

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| **Domain 1: Data-based Decision-making and Accountability.**   * School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. * As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs. |
| ***Demonstration and evidence of knowledge of varied models and methods of assessment that yield information useful in identifying a student’s strengths and needs, in understanding problems, and in measuring progress and accomplishments.*** |
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| ***Demonstration and evidence of professional competence in the use of varied models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcome of services.*** |
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| **Domain 2: Consultation and Collaboration:**   * School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. * As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs. |
| ***Demonstration and evidence of knowledge of varied models and methods and of their application to particular situations.*** |
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| ***Demonstration and evidence of professional competence in effective collaboration with others in planning and decision-making processes at the individual, group, and systems level.*** |
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| **Domain 3: Interventions and Instructional Support to Develop Academic Skills.**   * School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. * School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills. |
| ***Demonstration and evidence of knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills.*** |
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| ***Demonstration and evidence of professional competence in the ability to develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths and needs.*** |
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| ***Demonstration and evidence of professional competence in the ability to implement interventions (e.g. instructional interventions and consultation) to achieve these goals.*** |
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| ***Demonstration and evidence of professional competence in the ability to evaluate the effectiveness of interventions.*** |
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| **Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills**   * School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. * School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health. |
| ***Demonstration and evidence of knowledge of influences on behavioral, social-emotional and mental health development, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.*** |
| ***Demonstration and evidence of professional competence in the ability to provide or contribute to prevention and intervention programs that promote the learning, mental health and physical well-being of students, and effective crisis preparation, response.*** |
| ***Demonstration and evidence of professional competence in the ability to evaluate the effectiveness of interventions.*** |
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| **Domain 5: School-Wide Practices to Promote Learning**   * School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. * School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others. |
| ***Demonstration and evidence of knowledge of educational environments, special education policies and practices, and evidence-based school practices that promote important school and student outcomes.*** |
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| ***Demonstration and evidence of knowledge of schools and other settings as systems.*** |
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| ***Demonstration and evidence of professional competence in the ability to work with individuals and groups to facilitate practices that create and maintain safe, supportive, and effective learning environments for children and others*** |
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| **Domain 6: Preventive and Responsive Services**   * School psychologists have 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. * School psychologists, in collaboration with others, demonstrate 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. |
| ***Demonstration and evidence of knowledge of principles and research related to risk and resilience in learning and mental health, techniques and direct and indirect services applicable to multi tiered prevention, and crisis response.*** |
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| ***Demonstration and evidence of professional competence in the ability to provide or contribute to prevention and intervention programs that promote the learning, mental health and physical well-being of students, and effective crisis preparation, response.*** |
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| **Domain 7: Family-School Collaboration**   * School psychologists have 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. * School psychologists, in collaboration with others, 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 enhancement of academic and social–behavioral outcomes for children. |
| ***Demonstration and evidence of knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery.*** |
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| ***Demonstration and evidence of professional competence in the ability to work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.*** |
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| **Domain 8: Student Diversity in Development and Learning:**   * School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. * School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery. |
| ***Demonstration and evidence of knowledge of individual differences, abilities, and disabilities and knowledge of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.*** |
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| ***Demonstration and evidence of professional competence in the sensitivity and skills needed to work with individuals of diverse characteristics.*** |
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| ***Demonstration and evidence of professional competence in the ability to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.*** |
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| **Domain 9: Research and Program Evaluation:**   * School psychologists have 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. * School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels. |
| ***Demonstration and evidence of knowledge of research, statistics and evaluation methods*.** |
| ***Demonstration and evidence of professional competence in the applied ability to evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for program implementation and improvement of services.*** |

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| **Domain 10: Legal, Ethical and Professional School Psychology Practice**   * School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. * School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills. |
| ***Demonstration and evidence of knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; of ethical, professional and legal standards.*** |
| ***Demonstration and evidence of professional competence in practice that is consistent with ethical, professional, and legal standards and regulations, assisting others in understanding and adhering to relevant legislation, regulations and professional practices, and advocating for effective services that enhance the learning and mental health of all children and youth.*** |

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| **Domain 11: Information Technology:** School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services. |
| ***Demonstration and evidence of knowledge of information sources and technology relevant to their work.*** |
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| ***Description: Demonstration and evidence of professional competence in the ability to access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.*** |
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**APPENDIX C**

**Sample Summary Grid Entries**

**Demonstration of Training and Development of Domains of NASP Competencies**

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| Competencies | **Coursework** | **Learning Activities and Experiences** | **Work Samples** |
| *Data Based Decision Making & Accountability* | EPSE 536A, B  EPSE 531  EPSE 534  EPSE 550  ESPE 561 A, B  EPSE 535  EPSE 528  EPSE 552  EPSE 592  EPSE 598 | * Administration and interpretation of 5 comprehensive psychoeducational assessments * Administration and interpretation of 2 classwide assessments; early literacy and numeracy skills using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in Kindergarten, and curriculum based measurement (CBM) of reading, writing, spelling, mathematics skills in Grade 7 * Administration, interpretation, and evaluation of classwide assessment using CBM of reading fluency and comprehension skills (MAZE) in Grade 2 * Administration of KTEA-II to Grade 7 students in preparation for entry into high school * Assisted in individual administration of Grade 2 classwide Developmental Reading Assessment (DRA) * Administration and interpretation of students’ reading errors using Miscue Analysis; provided suggestions for remediation * Obtained experience in Systematic Observation of Behaviour using Student Observation Survey (SOS)/Behavior Assessment System for Children -2 (BASC-2) | * Comprehensive psychoeducational assessments (3) * Pre- and post-class wide assessment in reading fluency and comprehension to evaluate   effectiveness of Peer  Assisted Learning  Strategies (PALS)  program |
| *Consultation and Collaboration* | EPSE 551 A, B  EPSE 552  EPSE 561 A, B  EPSE 598 | * Consultation with parents and teachers resulting from psychoeducational assessments * Consultation resulting from classwide assessments (e.g., Kindergarten early literacy and numeracy skills; Grade 2 reading fluency and comprehension skills) * On-going consultation and collaboration with Grade 2 teacher during one-month implementation of Peer Assisted Learning Strategies (PALS) program * Conducted Problem Identification & Problem Analysis Consultation Interview |  |
| *Legal, Ethical, & Professional Practice* | EPSE 550  EPSE 587  EPSE 561 A, B  EPSE 598 | * Study for Praxis II Examination to meet eligibility requirements for British Columbia Association of School Psychologists (BCASP) registration * Attended various conferences, workshops, and forums including Students with Autism Spectrum Disorders Workshop, Behavior Assessment System for Children -2 Workshop, Forum on LD: Definition, Assessment & Identification, BC Association of School Psychologists Annual Conferences (17th, 18th), Autism and Asperger’s Syndrome Conference, and Anxiety Disorders Association of America (ADAA) Conference * Student membership in BCASP * Student membership in National Association of School Psychologists (NASP) |  |
| *Diversity in Development & Learning* | PSYC 574  ESPE 561 A, B  EPSE 565  EPSE 505  EPSE 550  EPSE 552  EPSE 585  EPSE 598 | * Practicum (500+ hours) experience in multi-cultural setting (i.e., Southlands Elementary School, Vancouver) * Field Placement (240+ hours) in multi-cultural setting (i.e., Tillicum Elementary School) * Use of teacher, parent and student interviews to gather data relevant to a child’s overall profile |  |
| *Information Technology* | EPSE 531  EPSE 553  EPSE 554  EPSE 534  EPSE 561 A, B  EPSE 598 | * Achieved proficiency in computer scoring and interpreting computer program output of cognitive, academic, social-emotional, adaptive, and behavioral assessment instruments * Achieved proficiency in creating graphs to monitor student progress using Excel spreadsheets * Achieved proficiency in using Powerpoint to present information * Achieved proficiency in assessing and critically evaluating literature on the internet searching for evidence-based practices (e.g., interpretation of results from cognitive measures [Institute for Applied Psychometrics/IAP], Dynamic Indicators of Basic Early Literacy Skills/DIBELS website, Wechsler Intelligence Scale for Children –IV/WISC-IV Excel spreadsheet, Aimsweb website [curriculum based measurement]) | * Powerpoint presentation on Improving Outcomes in Mathematics: Number Worlds Intervention Program |

**Portfolio Evaluation Rubrics**

ELEMENTS:

**Up-to-date professional Resume or Vita**

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| --- | --- | --- |
| Below Standard | Meets Standard | Exceeds Standard |
| * Incomplete or lacks essential information * Poorly organized * Poor appearance * Inaccurate or misleading information | * Materials generally complete * Professional appearance and organization * Accurate * Clearly written | * Materials complete * Exceptional appearance and organization * Complete, detailed, accurate information * Well written |
| Comments: |  |  |

**Current transcript and other evaluations of your work**

|  |  |  |
| --- | --- | --- |
| Below Standard | Meets Standard |  |
| * Incomplete or lacks essential information * Poorly organized | * Materials complete * Professional appearance and organization |  |
| Comments: | Comments: |  |

**Training and Development of Competencies**

1. Documentation of your training and development of competencies in ***Data Based Decision Making and Accountability***.

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| --- | --- | --- |
| Below Standard | Meets Standard | Exceeds Standard |
| * Incomplete or lacks essential information * Poorly organized * Poor appearance * Inaccurate or misleading information | * Materials generally complete * Professional appearance and organization * Accurate * Clearly written | * Materials complete * Exceptional appearance and organization * Complete, detailed, accurate information * Well written |
| Comments: | Comments: | Comments: |

Evidence of Competence?

2. Documentation of your training and development of competencies in ***Consultation and Collaboration***.

|  |  |  |
| --- | --- | --- |
| Below Standard | Meets Standard | Exceeds Standard |
| * Incomplete or lacks essential information * Poorly organized * Poor appearance * Inaccurate or misleading information | * Materials generally complete * Professional appearance and organization * Accurate * Clearly written | * Materials complete * Exceptional appearance and organization * Complete, detailed, accurate information * Well written |
| Comments: | Comments: | Comments: |

Evidence of Competence?

3. Documentation of your training and development of competencies in ***Interventions and Instructional Support to Develop Academic Skills***.

|  |  |  |
| --- | --- | --- |
| Below Standard | Meets Standard | Exceeds Standard |
| * Incomplete or lacks essential information * Poorly organized * Poor appearance * Inaccurate or misleading information | * Materials generally complete * Professional appearance and organization * Accurate * Clearly written | * Materials complete * Exceptional appearance and organization * Complete, detailed, accurate information * Well written |
| Comments: | Comments: | Comments: |

Evidence of Competence?

4. Documentation of your training and development of competencies in ***Interventions and Mental Health Services to Develop Social and Life Skills.***

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| --- | --- | --- |
| Below Standard | Meets Standard | Exceeds Standard |
| * Incomplete or lacks essential information * Poorly organized * Poor appearance * Inaccurate or misleading information | * Materials generally complete * Professional appearance and organization * Accurate * Clearly written | * Materials complete * Exceptional appearance and organization * Complete, detailed, accurate information * Well written |
| Comments: | Comments: | Comments |

Evidence of Competence?

5. Documentation of your training and development of competencies in ***School-Wide Practices to Promote Learning***.

|  |  |  |
| --- | --- | --- |
| Below Standard | Meets Standard | Exceeds Standard |
| * Incomplete or lacks essential information * Poorly organized * Poor appearance * Inaccurate or misleading information | * Materials generally complete * Professional appearance and organization * Accurate * Clearly written | * Materials complete * Exceptional appearance and organization * Complete, detailed, accurate information * Well written |
| Comments: | Comments: | Comments: |

Evidence of Competence?

6. Documentation of your training and development of competencies in ***Preventive and Responsive Services***.

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| --- | --- | --- |
| Below Standard | Meets Standard | Exceeds Standard |
| * Incomplete or lacks essential information * Poorly organized * Poor appearance * Inaccurate or misleading information | * Materials generally complete * Professional appearance and organization * Accurate * Clearly written | * Materials complete * Exceptional appearance and organization * Complete, detailed, accurate information * Well written |
| Comments: | Comments: | Comments: |

Evidence of Competence?

7. Documentation of your training and development of competencies in ***Family-School Collaboration Services***.

|  |  |  |
| --- | --- | --- |
| Below Standard | Meets Standard | Exceeds Standard |
| * Incomplete or lacks essential information * Poorly organized * Poor appearance * Inaccurate or misleading information | * Materials generally complete * Professional appearance and organization * Accurate * Clearly written | * Materials complete * Exceptional appearance and organization * Complete, detailed, accurate information * Well written |
| Comments: | Comments: | Comments: |

Evidence of Competence?

8. Documentation of your training and development of competencies in ***Diversity in Development and Learning***.

|  |  |  |
| --- | --- | --- |
| Below Standard | Meets Standard | Exceeds Standard |
| * Incomplete or lacks essential information * Poorly organized * Poor appearance * Inaccurate or misleading information | * Materials generally complete * Professional appearance and organization * Accurate * Clearly written | * Materials complete * Exceptional appearance and organization * Complete, detailed, accurate information * Well written |
| Comments: | Comments: | Comments: |

Evidence of Competence?

9. Documentation of your training and development of competencies in ***Research and Program Evaluation***.

|  |  |  |
| --- | --- | --- |
| Below Standard | Meets Standard | Exceeds Standard |
| * Incomplete or lacks essential information * Poorly organized * Poor appearance * Inaccurate or misleading information | * Materials generally complete * Professional appearance and organization * Accurate * Clearly written | * Materials complete * Exceptional appearance and organization * Complete, detailed, accurate information * Well written |
| Comments: | Comments: | Comments: |

Evidence of Competence?

10. Documentation of your training and development of competencies in ***Legal, Ethical and Professional Practice***.

|  |  |  |
| --- | --- | --- |
| Below Standard | Meets Standard | Exceeds Standard |
| * Incomplete or lacks essential information * Poorly organized * Poor appearance * Inaccurate or misleading information | * Materials generally complete * Professional appearance and organization * Accurate * Clearly written | * Materials complete * Exceptional appearance and organization * Complete, detailed, accurate information * Well written |
| Comments: | Comments: | Comments: |

Evidence of Competence?

11. Documentation of your training and development of competencies in ***Information Technology***.

|  |  |  |
| --- | --- | --- |
| Below Standard | Meets Standard | Exceeds Standard |
| * Incomplete or lacks essential information * Poorly organized * Poor appearance * Inaccurate or misleading information | * Materials generally complete * Professional appearance and organization * Accurate * Clearly written | * Materials complete * Exceptional appearance and organization * Complete, detailed, accurate information * Well written |
| Comments: | Comments: | Comments: |

Evidence of Competence?

**Summary Grid Included? Yes No**

**Annotated Work Samples with rationale for inclusion**

|  |  |  |
| --- | --- | --- |
| Below Standard | Meets Standard | Exceeds Standard |
| * Incomplete or lacks essential information (“What?, So what?, Now what?”) * Poorly organized * Poor appearance * Inaccurate or misleading information * Inadequate sample of professional work | * Materials generally complete * Professional appearance and organization * Accurate * Clearly written * Adequate sample of professional work | * Materials complete * Exceptional appearance and organization * Complete, detailed, accurate information * Well written * Exceptional sample of professional work |
| Comments: | Comments: | Comments: |

**Personal Statement of Service Delivery Model and Goals for Professional Practice**

|  |  |  |
| --- | --- | --- |
| Below Standard | Meets Standard | Exceeds Standard |
| * Incomplete or lacks essential information * Poorly organized * Poor appearance * Inaccurate or misleading information * Individual experience not reflected * Professional orientation is unclear * Professional strengths and areas of interest not identified * Does not identify areas needing strengthening and/or vague professional development plan | * Materials generally complete * Professional appearance and organization * Accurate * Clearly written * Appropriate integration of individual experiences * Clear statement of professional orientation * Identifies one or more professional strengths and areas of interest in school psychology * Adequate discussion of areas needing improvement and future professional development plan | * Materials complete * Exceptional appearance and organization * Complete, detailed, accurate information * Well written * Appropriate integration of individual experiences * Clear statement of professional orientation * Identifies multiple professional strengths and areas of interest in school psychology * Well developed discussion of areas needing improvement and elaborate future professional development plan |
| Comments: | Comments: | Comments: |

**Essay on resolution of an ethical, legal or standard of practice dilemma**

|  |  |  |
| --- | --- | --- |
| Below Standard | Meets Standard | Exceeds Standard |
| * Incomplete or lacks essential information * Poorly organized * Poor appearance * Inaccurate or misleading information * Inadequate description of dilemma * Inadequate analysis of underlying issues * Does not show adequate knowledge, understanding or application of relevant guidelines * Shows inadequate decision-making * Lacks understanding of appropriate training and prevention implications | * Materials generally complete * Professional appearance and organization * Accurate * Clearly written * Adequate description of dilemma * Adequate analysis of underlying issues * Demonstrates adequate knowledge, understanding and application of relevant guidelines * Shows adequate decision-making * Demonstrates understanding of appropriate training and prevention implications | * Materials complete * Exceptional appearance and organization * Complete, detailed, accurate information * Well written * Clear description of dilemma * Detailed analysis of underlying issues * Demonstrates thorough knowledge, understanding and application of relevant guidelines * Identifies relevant resources beyond guidelines * Demonstrates good professional decision-making * Shows elaborate understanding of appropriate training and prevention implications |
| Comments: | Comments: | Comments: |