

Student Portfolio: NASP domain matrix Sample Statements 2007-2008

Thoughts on the domain matrix:

Please be aware that this is a sample. It is based on how our program fits in with the NASP standards, but the summaries will vary for each individual. Coursework and artifacts will vary between students. It is not intended that everything listed here will work for each of you, although it is believed that this sample provides a good framework to work from. **Additional thoughts:** 1) Rephrase the entire domain description first (as show on pages 15-26 in the application; not included in here), 2) Be sure to attach all syllabi from the courses that you list, and 3) Artifacts - be sure to include clear evidence of your competencies. Good examples of evidence include: supervisor evaluations, supervisor observation rubrics, other 3rd party observation rubrics, email notes commenting on your performance, progress monitoring charts, summary of in-service presentation evaluations, SPSS output that reflects your skill, a PowerPoint you developed that reflects technology skills). These are examples. Other artifacts may be acceptable.

Scroll down to see one domain on each page...

Domain 1: Data-Based Decision Making and Accountability

Demonstration and evidence of knowledge:

I received training in this domain at UW-River Falls through the following courses: SPSY 745, SPSY 746, SPSY 747, SPSY 795, and SPSY 769, and SPSY 775. The SPSY 769 (Consultation) course provided training in using the school-based problem-solving model (Kratochwill et al, 2002), in which intervention measurement was emphasized. I used SPSS for Windows in tracking intervention data and progress in this course. The SPSY 776 (Internship II) course included training on another data progress monitoring tool, ChartDog 2.0, which is available at www.interventioncentral.org. As an intern I was required to conduct systematic interventions, and submit progress-monitoring charts using ChartDog. The SPSY 745, 746, and 747 courses provided training on more traditional cognitive and psychological evaluation techniques, including connecting assessment to intervention and student goal setting. Finally, SPSY 795 (Directed Research) and SPSY 785 (SPSS for Windows) included extensive data analysis training using SPSS for Windows. These research courses included discussion of program evaluation and action research, which involved using collected data to address specific school needs. See the “Syllabi” tab for an alphabetical and numerically sequenced collection of these syllabi.

Demonstration and evidence of professional competency:

As evidence of my professional competency in Data-Based Decision Making, I am including five artifacts. See these inclusions in the next part of this tabbed Domain 1 area. The first two artifacts are examples of ChartDog profiles that were used for monitoring student interventions during my internship year. Along with each charted profile, I included my interpretation of the progress-monitoring in narrative form. The third artifact is a summary of SPSS output that was used in making a decision about a program evaluation I was involved in during my practicum year (school-wide enrichment program). I have also included copies of two performance-based observation forms completed by my university internship supervisor that document my skills in using data for interventions and decision making. These rubrics were completed during the 2006-2007 school year, reflecting my skills as they have been documented recently. My supervisor’s ratings and comments are indicative of my well developed competencies in this domain.

Domain 2: Consultation and Collaboration:**Demonstration and evidence of knowledge:**

I received training in the domain at UW-RF through the following courses: SPSY 769, SPSY 771/772, and SPSY 775/776. The SPSY 769 (Consultation) course included training on various models of consultation including mental health, behavioral, and Adlerian consultation. Additionally, the bioecological model and school-based problem-solving model (Kratochwill et al, 2002) were emphasized as systematic ways to consult and collaborate. Also emphasized in SPSY 769 was intervention assistance teams (IAT), in which teachers and mental health professionals collaborate on student interventions (see Rathvon, 1999; Sprick, 1999). My practicum and internship experiences required that I engage in several consultation and intervention cases. See the "Syllabi" tab for an alphabetical and numerically sequenced collection of these syllabi.

Demonstration and evidence of professional competency:

As evidence of my professional competency in consultation and collaboration, I have included three summaries of consultation/collaboration experiences I was involved in during my practicum and internship experiences. See these inclusions in the next part of this tabbed Domain 2 area. The first artifact includes a performance-based measure of my consultation skills as rated by a teacher I worked with during internship. She noted my patient yet productive approach, ultimately thanking me for all my help. The second is a performance-based observation summary from my field based internship supervisor who commented positively about my collaboration skills during a student assistance team meeting. I was a part of this student assistance intervention team every other week during my entire internship year. Finally, I have included a copy of my summative evaluation from my university supervisor, documenting my high level of collaborative, interpersonal, and problem-solving skills. Note both the quantitative ratings as well as my supervisor's comments in the narrative section.

Domain 3: Effective Instruction and Development of Cognitive/Academic Skills
Demonstration and evidence of knowledge:

I received training in this domain at UW-RF through the following courses: SPSY 745, SPSY 746, TED 710, PSYC 620, SPSY 769, and SPSY 775/776. I received extensive training in models of cognitive processing, learning styles, and linking assessment results to academic interventions in SPSY 745 and SPSY 746. I have used and continue to utilize several examples of intervention resources in my training, including the *NASP resource Helping Children at Home and School* (Canter et al, 2005) (SPSY 745), and *Effective School Interventions* (Rathvon, 1999) (SPSY 769). I also received training in developing recommendations based on evaluation data results in SPSY 745 and SPSY 746.

Additionally, I received training on effective instruction within an elementary curriculum course (TED 710), a course on learning disabilities (PSYC 620), and a gifted education course (PSYC 623). Finally, during my internship year (SPSY 775/776), I utilized AIMSweb and ChartDog in helping improve academic intervention implementation at my schools. See the “Syllabi” tab for an alphabetical and numerically sequenced collection of these syllabi.

Demonstration and evidence of professional competency:

Attached, find four examples of my competency with effective instruction and development of cognitive/academic skills. See these inclusions in the next part of this tabbed Domain 3 area. The first two artifacts show how I measured academic intervention effectiveness during my internship year. In the first case, I used ChartDog to help measure and intervene on a case involving the homework completion of a child in 6th grade. The evidence-based home-note system we used (Rathvon, 1999) was found to be effective as evidenced by the ChartDog graph and my corresponding interpretation of those results. In the second case, AIMSweb was used to chart the curriculum-based measurement of the reading fluency of a third grade student. The third artifact is a performance-based observation rubric completed by a middle-school teacher that I worked with following our academic intervention collaboration. The teacher commented about my competency in helping implement and measure academic interventions in her class. Finally, I have included a summative evaluation from my field-based internship supervisor. My supervisor’s ratings and narrative comments reflect her positive impression of my case management and goal development skills during my internship year. My field-based supervisor became very aware of my skills in this area, as it was frequently discussed in our weekly face-to-face supervision (average 2.15 hours per week).

Domain 4: Socialization and Development of Life Skills

Demonstration and evidence of knowledge:

I received training in this domain at UW-RF through the following graduate level courses: SPSY 622, SPSY 746, SPSY 747, SPSY 769, COUN 610, and COUN 612. The primary focus of the SPSY 622 (emotional and behavioral problems) and the SPSY 747 (personality assessment) courses included assessment and intervention systems for students with social, emotional, and behavioral problems. I learned techniques that include the MMPI-A and the BASC-II, as well as how to develop, implement, and measure emotional and behavioral goals in the school setting. I also learned how to assess and intervene with adaptive skills during my SPSY 746 course (psychoeducational assessment/intervention pre-school). COUN 610 (introduction to counseling) and COUN 612 (developmental counseling) introduced me to a variety of counseling techniques and concerns that I applied during my internship. My SPSY 769 (consultation course) increased my knowledge of the process of intervention, including my own and others' interpersonal styles, questioning techniques, best practices in intervention teams, as well as my knowledge of effective school-based interventions for social and behavioral concerns (e.g., Rathvon, 1999). See the "Syllabi" tab for an alphabetical and numerically sequenced collection of these syllabi.

Demonstration and evidence of professional competency:

As evidence of my competency with Socialization and Development of Life Skills, I have attached four artifacts. See these inclusions in the next part of this tabbed Domain 4 area. The first two are performance-based observations completed by my university internship supervisor. My supervisor rated my ability to address behavioral and social interventions as being strong in both cases. The third artifact includes a chart and brief summary of an intervention that I implemented with a young boy with Down Syndrome. As the chart and interpretation show, the boy made significant gains in his ability to assertively communicate his need to gain his teacher's attention. The fourth artifact is related to a "feelings group" that I lead at an elementary school for 10 weeks during my internship year. It includes a performance-based observation rubric completed by my field supervisor, with specific comments about the notable behavioral progress the group members were making.

Domain 5: Student Diversity in Development and Learning

Demonstration and evidence of knowledge:

I received training in this domain at UW-RF through nearly every course in the program, but most notable from the following courses: SPSY 701 (introduction to school psychology), SPSY 745 (psychoeducational assessment and intervention/school-age), SPSY 746 (psychoeducational assessment and intervention/pre-school), PSYC 530 (exceptional child), SPSY 769 (consultation) and SPSY 771/772 (practicum in school psychology). Examples of knowledge I gained in these courses include review and discussion of the resource *Reducing Bias in the Assessment of African-American and Native-American Students* (MN department of Education) (SPSY 745), the Bioecological model of development (discussion of the influences of factors such as poverty and temperament on student development) (SPSY 769), and the over-identification of English Language Learners in special education (SPSY 701). Other knowledge I have gained includes using alternative assessment strategies with diverse learners (e.g., functional assessment, CBM, nonverbal assessment strategies) (SPSY 745) and the application of strategies outlined in the NASP produced video *Portraits of the Children: Culturally Competent Assessment* (SPSY 745). Finally, my school-based practicum placement was completed in St. Paul, Minnesota, a growing and diverse urban area. I gained additional knowledge of fair and appropriate intervention practices in that setting through participation in an Intervention Assistance Team that included diverse teachers and student referrals; and through leading a 10 week social skills counseling group that included three ethnically diverse middle school students (SPSY 771 and SPSY 772). See the “Syllabi” tab for an alphabetical and numerically sequenced collection of these syllabi.

Demonstration and evidence of professional competency:

As evidence of my competency with Diversity in Development and Learning, I have attached four artifacts. See these inclusions in the next part of this tabbed Domain 5 area. The first artifact is a performance-based observation rubric that was utilized by my internship university supervisor. This artifact clearly notes my skills with diversity awareness and sensitive service delivery as “routinely recognized” and “creatively adapted practice in response to those being served.” My skills in this category were rated at the highest level possible during this observation. The second artifact included is a sample AIMSweb chart that shows the notable reading progress of a student of Hmong descent. The intervention team determined that the use of CBM reading probes and a group-based reading intervention (cooperative learning) would best fit this child’s cultural and individual needs. The third artifact is a document that includes a summary of a nonverbal assessment (UNIT) that I completed with a student who was both Native-American and hard of hearing, as well as a portion of an email sent to me by the building principal that praises my skill in this particular case. Finally, the fourth artifact is a PowerPoint that I presented at a teacher faculty meeting during the spring of my internship year. The presentation was titled “Fair assessment practices for Latino and Hmong students.” As a supplement to that PowerPoint, I have included a summary of the evaluations of my skill at that presentation (summarizes 22 teacher evaluation ratings and comments). The ratings suggest that the vast majority of the teachers reported having a helpful and positive experience at my presentation.

**Domain 6: School and Systems Organization, Policy Development, and Climate:
Demonstration and evidence of knowledge:**

I received training in this domain through the following courses: PSYC 620, TED 710, SPSY 785, PSYC 621, PSYC 622, SPSY 771/772 and SPSY 775/776. I gained extensive knowledge about due process procedures and special education legislation in SPSY 785 (legal issues), PSYC 621 (mental retardation), SPSY 622 (emotional and behavioral problems), and PSYC 620 (learning disabilities). I also gained knowledge about school curriculum and general education procedures through TED 710 (elementary school curriculum). I was able to apply this knowledge and gain further systems organization knowledge during my 20 hour a week practicum (SPSY 771/772) and during my comprehensive internship (SPSY 775/776). My internship involved hours at the elementary, middle, and high school levels, and included extensive consultation with general education and special education teachers and parents. See the "Syllabi" tab for an alphabetical and numerically sequenced collection of these syllabi.

Demonstration and evidence of professional competency:

As evidence of my professional competency in this domain, I have included three artifacts (see attached). See these inclusions in the next part of this tabbed Domain 6 area. The first artifact is an evaluation completed by the principal at the high school where I did my internship. The principal observed me several times as I served on a team of educators that created a new crisis intervention plan. In this evaluation, the principal noted my helpful insight and collaborative efforts as we developed new policy during these meetings. The second artifact is a performance-based rubric observation form that was completed by my field-based internship supervisor. The observation was done following a district school psychologist meeting where discussion centered on the creation of a subcommittee that will address the development of improved Intervention Assistance Teams in all elementary schools. I volunteered to be part of this committee and contributed my ideas during this meeting. My supervisor's ratings reflect my knowledge and skill in this area, with specific mention of my insight about the impact of intervention teams on teacher time. The third artifact is my university practicum supervisor's summative evaluation. The evaluation reflects my high ratings in this domain.

Domain 7: Prevention, Crisis Intervention, and Mental Health

Demonstration and evidence of knowledge:

I received training in this domain through the following graduate level courses at UW-River Falls: COUN 612, PSYC 689, SPSY 769, and SPSY 622. Human developmental processes were a focus in my COUN 612 (developmental counseling) and PSYC 689 (psychopathology) courses. Psychopathology and contributing factors (e.g., poverty, culture) were also a primary focus in my SPSY 622 (emotional and behavioral problems course). Crisis prevention and intervention were included and discussed in SPSY 622 as well. The issue of a biological influence on human development was addressed in my SPSY 769 (consultation) course, where human temperament was addressed as a critical factor in understanding development (e.g., Urie Brofenbrenner's Bioecological Model). See the "Syllabi" tab for an alphabetical and numerically sequenced collection of these syllabi.

Demonstration and evidence of professional competency:

Attached, find four examples of my competency with prevention, crisis intervention, and mental health. See these inclusions in the next part of this tabbed Domain 7 area. The first two artifacts are performance-based observations from my field-based internship supervisor. These were completed following observations of my performance on my high-school student assistance team (SAT). A major focus of this group has been dealing with student substance abuse. My supervisor's comments reflect my leadership in this group and the notable impact that I have had on improving the overall efficiency and effectiveness of this group. The third artifact is a summary of a crisis-intervention experience I had with a 15-year old African-American student during my internship year. The student was being verbally and physically aggressive toward a peer. The principal in my building observed and assisted me in this case. Her comments about my skills in this particular case are included in this third artifact as well. Please note her narrative comments about my skills in the second paragraph. The fourth artifact is my university internship supervisor's summative internship evaluation. Please note his ratings and narrative comments related to my ability to effectively address student mental health concerns in a variety of ways (e.g., parent consultation, intervention teams, counseling groups).

Domain 8: Home/School/Community Collaboration

Demonstration and evidence of knowledge:

I received training in this domain at UW-RF through nearly every course in the program, but most notably from the following courses: SPSY 769, SPSY 745, COUN 754, SPSY 771/772, and SPSY 775/776. My SPSY 769 (consultation) course was critical to my understanding of communication and collaboration with educators, parents, and others. I developed my own consultation model, meant to be a starting point for collaborating with others and developing interventions. I have since used and modified this personal model as I have continued to gain collaborative competencies during my internship. Also in SPSY 769, I gained knowledge about best practices with in-service delivery and intervention assistance teams, both of which often involve a variety of other professionals. My COUN 754 (marriage and family counseling) course provided valuable insight on family systems and dynamics. I learned about effectively communicating with parents in team meetings, the value of focusing on strengths, and the assessment of resiliency factors in SPSY 745 (psychoeducational assessment/intervention – school-age). Finally, my practicum (SPSY 771/772) and internship (SPSY 775/776) courses provided several practical opportunities for me to learn and apply knowledge related to family systems. My internship in particular included numerous parent consultation experiences. My internship field supervision time (2+ hours a week) frequently explored including and involving parents during evaluation and intervention practices. See the “Syllabi” tab for an alphabetical and numerically sequenced collection of these syllabi.

Demonstration and evidence of professional competency:

As evidence of my professional competency in home/school/community collaboration, I have attached three artifacts. See these inclusions in the next part of this tabbed Domain 8 area. The first is a summary of the evaluations that I collected following an in-service on the topic of student resiliency that I did as part of a requirement for SPSY 769. I completed this in-service at a practicum site, a rural middle school. The summary reflects my strong communication skills, including my ability to include and collaborate with audience members. The second artifact is a performance-based observation rubric that was completed by my university internship supervisor. Through ratings and narrative feedback, the rubric clearly shows my interpersonal and collaborative competency with a parent of a child with a disability. This was a challenging case for me, as the parent recently emigrated from Somalia, and an interpreter was needed. The third artifact included is my final summative internship evaluation as completed by my field supervisor. My supervisor’s ratings and narrative comments include data related to my strong collaborative skills with parents and teachers. It is stated that I have become a “go to resource” for intervention help in my building.

Domain 9: Research and Program Evaluation

Demonstration and evidence of knowledge:

I received training in this domain at UW-RF through the following courses: SPSY 795 (directed research), TED 760 (research methods), SPSY 785 (SPSS for Windows/Data Analysis), SPSY 769 (consultation), and SPSY 776 (internship II). The Research Methods, Directed Research, and SPSS for Windows/Data Analysis courses formed the core of my research and statistical training. In these courses, I learned how to conduct statistical analyses such as analysis of variance, multiple regression, chi-square, and bivariate correlations, among others. In addition to learning the ability to do research myself, my training focused on being a good consumer of the research. This involved assignments that involved reading and critiquing research articles in school psychology and related fields. While research and statistics were not the primary topic in other courses, my SPSY 769 (consultation) and SPSY 776 (Internship II) courses required the use of statistical measurement and analysis in program evaluation. See the “Syllabi” tab for an alphabetical and numerically sequenced collection of these syllabi. See the next section for samples of my research expertise from these courses.

Demonstration and evidence of professional competency:

As evidence of my professional competency in research and program evaluation, I have attached three artifacts. See these inclusions in the next part of this tabbed Domain 9 area. The first is a document that includes a sample of an analysis of variance (ANOVA) output that answers one of the research questions in my required graduate research project (SPSY 795). This document also includes the corresponding portion of the results section from the article I wrote for this project. This sample results section reflects my strong ability to conduct a research investigation and analyze the results. The second artifact reflects an investigation I did as part of my SPSY 769 (consultation) course. In order to determine the effectiveness of an intervention resulting from consultation with a teacher, I used a paired-samples t-test to measure the intervention effectiveness. This artifact includes a portion of the SPSS output as well as my interpretation of those results. The third artifact includes ChartDog 2.0 (www.interventioncentral.org) output and my interpretation of those results. This was done during my internship year and used to evaluate the effectiveness of social skills group (pre-test/post-test) that I conducted in an elementary school. With ChartDog, I learned to interpret data analysis options such as effect size, percentage of non-overlapping points, and mean differences.

Domain 10: School Psychology Practice & Development

Demonstration and evidence of knowledge:

I received training in this domain at UW-RF through the following courses: SPSY 701 (introduction to school psychology) and SPSY 785 (seminar: legal and ethical issues). My SPSY 771 & 772 (practicum) and SPSY 775 and 776 (internship) courses were helpful in the development of my competencies in this area as well. In these courses, I learned from several instructors and supervisors about the need to carefully consider due process and ethical standards throughout my practice as a school psychologist. Related to this point, I practiced critical thinking about service delivery in several courses. Many small and large group discussion (including on-line discussion boards too) were utilized in these courses to help explore the pros and cons of standardized assessment, traditional special-education eligibility determination, response-to-intervention, functional assessment, curriculum-based assessment.

Demonstration and evidence of professional competency:

Attached, find four examples of my competency with school psychology practice and development. See these inclusions in the next part of this tabbed Domain 10 area. The first artifact is a certificate reflecting my attendance at the Minnesota School Psychologists Association mid-winter conference. I gained critical skills in Response-To-Intervention (RTI) techniques at a mini-skills workshop and a symposium that I attended. The second artifact is a section of a literature review paper that I wrote in my SPSY 701 course (introduction to school psychology). In this paper, I explored service models and methods for individuals with autism spectrum disorders. Please note the professor's positive comments in the margin about my knowledge in this area. Within the third artifact, I have included a Word document with some of my comments from an on-line discussion conducted during my internship. My comments reflect my knowledge and competencies related to response-to-intervention in my district. As I discovered at the beginning of my internship, my internship district is just starting to explore RTI and how it may fit in with other service delivery options. Finally, the fourth artifact is a formative evaluation form that was completed by my field-based internship supervisor. The ratings and summary reflect many well developed competencies across the 11 NASP domains. My supervisor's ratings and corresponding narrative comments are indicative of my practice being consistent with NASP standards.

Domain 11: Information Technology

Demonstration and evidence of knowledge:

I received training in this domain through nearly every course I took at UW-RF. Of particular help were the following courses: SPSY 701 (introduction to school psychology), SPSY 745 (psychoeducational assessment and intervention/school-age), SPSY 622 (emotional and behavioral problems), SPSY 785 (SPSS for Windows), and SPSY 775 (internship in school psychology). I have well developed knowledge and skills with PowerPoint, Woodcock-Johnson III scoring software, BASC-II scoring software, SPSS for Windows, internet resource location (e.g., www.ldonline.org, www.interventioncentral.org), ChartDog 2.0 intervention measurement, Microsoft Word, Chalk & Wire electronic portfolios, as well as the district evaluation reporting software used in my internship district. In addition, I have become very familiar with several computerized reading aids used at a middle school in my internship district. See the "Syllabi" tab for an alphabetical and numerically sequenced collection of these syllabi.

Demonstration and evidence of professional competency:

As evidence of my competency with Information Technology, I have attached four artifacts. See these inclusions in the next part of this tabbed Domain 11 area. The first is a PowerPoint presentation that I used when presenting my research on resiliency to my internship school district. This PowerPoint went beyond the "basics" to include audio clips and photos. The second artifact includes a document with: a) a section of SPSS data and b) a section of SPSS output, both from my research project involving resiliency in children. This artifact reflects my ability to use computerized data analysis methods when conducting problem-solving in schools. The third artifact is a Word document that includes a portion of a BASC computerized score report that I created, as well as a portion of my interpretation of those results. Finally, I have included a summative internship evaluation from my university supervisor. The ratings and comments on this evaluation reflect my strong competency with technology in the field of school psychology.

References

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