

## **ASSESSING SCHOOL PSYCHOLOGY STUDENT PROGRESS: PROFESSIONAL PORTFOLIO REQUIREMENTS**

Each student in the UW-RF school psychology program will develop a portfolio designed to show evidence of acquisitions of skills and knowledge that ensure the ability to have a positive impact on children, families, schools, and other related entities. The portfolio will be associated with both the NASP Training Standards, and the Wisconsin DPI content guidelines for school psychology. Students will begin to acquire content for their portfolios during their first year, and continue developing materials throughout their training at UW-RF. One purpose of the portfolio is to help students engage in reflective practice, with the goal of engaging in such practice throughout their career as a school psychologist.

The University of Wisconsin–River Falls utilizes an electronic portfolio system. Students must organize an electronic “folder and file” system that includes written statements of knowledge and skills, as well as sample artifacts that act as clear evidence of knowledge and skills. The full portfolio (i.e., NASP standards, WI DPI school psychology standards, and WI DPI pupil services standards) must be burned to a flash drive and submitted to program faculty at regular intervals. School psychology students are also encouraged to keep hard copies of all portfolio materials, as the Nationally-Certified School Psychologist (NCSP) application for non-approved programs requires the submission of FOUR hard copies of the portfolio.

In the sections that follow, summaries of the three required portfolio folders are included. Within each of the three broad folders, a reviewer must be able to find the appropriate standards, each with its own folder. Each standard folder must then have a statement that includes three paragraphs: 1) the domain definition, 2) summary of knowledge/competency with each standard (list coursework), and 3) evidence of professional competency (artifacts that reflect any skill you say you have). **It is imperative your portfolio includes clear EVIDENCE of your proficiency.** Examples of good performance-based evidence artifacts include, but are not limited to: charted progress monitoring that reflects pupil intervention progress, performance-based observation rubrics of internship or practicum work, professional work characteristics ratings by faculty, and internship or practicum supervisor evaluation forms. **Your goal is to show you have made a positive impact on children, families, and the schools in which you work. Complete portfolio samples are available for check out from the program director or for review from the program webpage: <http://www.UW-RF.edu/csp/schoolpsychprogram.htm>.**

### **FOLDER #1: NASP TRAINING DOMAINS**

#### **1) Data-Based Decision-Making and Accountability**

School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such 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 outcomes of services. Data-based decision-making permeates every aspect of professional practice.

#### **2) Consultation and Collaboration**

School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School

psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

### **3) Effective Instruction and Development of Cognitive/Academic Skills**

School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

### **4) Socialization and Development of Life Competencies**

School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

### **5) Student Diversity in Development and Learning**

School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

### **6) School and Systems Organization, Policy Development and Climate**

School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

### **7) Prevention, Crisis Intervention, and Mental Health**

School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

### **8) Home/School/Community Collaboration**

School psychologists have 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. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

### **9) Research and Program Evaluation**

School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

### **10) School Psychology Practice and Development**

School psychologists have 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; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

### **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.

## **FOLDER #2:**

### **LICENSURE PROGRAM GUIDELINES FOR WISCONSIN INSTITUTIONS OF HIGHER EDUCATION: *SCHOOL PSYCHOLOGY***

#### **FOUNDATIONAL SKILLS**

##### **Domain 1: Communication, Collaboration, and Leadership Skills**

- Content knowledge and interpersonal skills necessary to effectively communicate, collaborate, and lead.
- Communicate in a supportive, problem-solving fashion using active listening, flexibility, and effective facilitation.
- Use empirically supported consultation methodologies to improve learning at the individual, group, and systems levels.
- Work effectively as change agents, offering leadership and professional development to staff, schools, districts, and systems.
- Understand the organization, development, management and content of collaborative and mutually supportive pupil services programs in schools.

##### **Domain 2: Competence in All Aspects of Diversity**

- Recognize when, where, and how issues of diversity are manifest.
- Address diversity in service delivery.
- Recognize occasions when issues of diversity affect the manner and nature of interactions with other people and organizations and work to address those issues as necessary.

##### **Domain 3: Technological Competence**

- Use technology and databases in evidence based practice, decision-making, program evaluation, assessment, and progress monitoring.
- Help students, parents, and teachers know how and where to access relevant technologies, as well as how to enhance learning with appropriate technologies.

##### **Domain 4: Legal/Ethical Practice, Public Policy, and Professional Development**

- Understand and meet all relevant ethical, professional, and legal standards to ensure high quality services and protect the rights of all parties.
- Have a knowledge base of the history and foundations of their profession and engaging in ongoing professional development.
- Support policy development that creates safe and effective learning environments.

- Understand regular and special education legal requirements at both the state and federal level, and ensure compliance with these requirements.
- Have knowledge about relevant research, and directly and indirectly apply research to practices in schools.

## **PROCESSES**

### **Domain 5: Assessment, Decision-Making, and Accountability**

- Define and use a wide variety of effective assessment and evaluation methods at the individual, group, and system levels.
- Gather, analyze, and utilize data that aid in understanding strengths and needs, in choosing interventions, and in assessing outcomes as part of a decision-making process.
- Understand and use research, research methods, statistical analyses, and program evaluation techniques.
- Understand the implications and analysis of large-scale assessments, and use those data to help schools meet accountability requirements.
- Collect, analyze, and report data to stakeholders relating to the effectiveness of psychological services.

### **Domain 6: Relationships Among and Between Systems**

- Understand the influence of home, community, and school systems on student success, and develop evidence-based prevention and intervention programs consistent with this understanding.
- Promote safe and nurturing school environments, with positive climates and high expectations for all students.
- Perform needs-assessment to identify service requirements.

## **OUTCOMES**

### **Domain 7: Effective Instruction and Development of Cognitive and Academic Skills**

- Use and support others in the use of evidence-based prevention and intervention programming to develop competencies.
- Apply cognitive psychology and learning theory to improve instruction.
- Help to develop cognitive and academic goals for all students, adjust expectations for individual students, implement alternative methods, and monitor progress.
- Assist State and Local Education Agency personnel who design state and local accountability systems.

### **Domain 8: Wellness, Mental Health and Development of Life Competencies**

- Use knowledge about human development to design and implement prevention and intervention programs to promote wellness.
- Help schools develop behavioral, affective, and adaptive goals for all students.
- Prepare for and respond to a wide variety of crisis situations.
- Work as skilled mental health practitioners in the schools, performing accurate assessment of mental health disorders, implementing empirically-based interventions with individuals and groups, and closely monitoring outcomes.

**FOLDER #3:**  
**LICENSURE PROGRAM GUIDELINES FOR WISCONSIN INSTITUTIONS OF  
HIGHER EDUCATION: *PUPIL SERVICES***

- 1) The pupil services professional understands the [Ten Teacher Standards](#) (see below).
- 2) The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.
- 3) The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.
- 4) The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.
- 5) The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.
- 6) The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies.
- 7) The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education.

*Ten Standards for Teacher Development and Licensure*

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the [knowledge, skills and dispositions](#) under all of the following standards:

- 1) Teachers know the subjects they are teaching.  
The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- 2) Teachers know how children grow.  
The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- 3) Teachers understand that children learn differently.  
The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- 4) Teachers know how to teach.  
The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.
- 5) Teachers know how to manage a classroom.  
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- 6) Teachers communicate well.  
The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7) Teachers are able to plan different kinds of lessons.  
The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
- 8) Teachers know how to test for student progress.  
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
- 9) Teachers are able to evaluate themselves.  
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
- 10) Teachers are connected with other teachers and the community.  
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.