

UWRF School Psychology Training Program Student Portfolio Guidelines

Your portfolio must contain several important components, all reflecting the quality of your training. Ensure that elements of the portfolio reflect evidence of proficiency in the school psychology content areas defined by NASP and Wisconsin Department of Instruction (see below).

Your electronic portfolio must include three broad folders:

- 1) NASP standards (11)
- 2) Wisconsin DPI standards (11)
- 3) Wisconsin Pupil services standards (7, one of which includes knowing 10 teaching standards)

Within each folder, a reviewer should 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 that your portfolio include clear EVIDENCE of your proficiency. Examples of good performance-based evidence include: charting that shows student intervention progress, performance-based observation rubrics, supervisor evaluation forms). Your goal is to show that you have made a positive impact on children, families, and the schools you work in.

FOLDER #1: NASP Standards

1. Data-Based Decision Making and Accountability
2. Consultation and Collaboration
3. Effective Instruction and Development of Cognitive/Academic Skills
4. Socialization and Development of Life Skills
5. Student Diversity in Development and Learning
6. School and Systems Organization, Policy Development, and Climate
7. Prevention, Crisis Intervention, and Mental Health
8. Home/School/Community Collaboration
9. Research and Program Evaluation
10. School Psychology Practice and Development
11. Information technology

Additional section: ALL COURSE SYLLABI

FOLDER #2: Wisconsin DPI Standards

1. Data-Based Decision Making and Accountability
2. Interpersonal communication, collaboration, and consultation
3. Effective Instruction and Development of Cognitive/Academic Skills
4. Socialization and Development of Life Competencies
5. Student Diversity in Development and Learning
6. School and System Structure, Organization, and Climate
7. Prevention, Crisis Intervention, and Mental Health Services
8. Home/School/Community Collaboration
9. Research and Program Evaluation
10. School Psychology Practice and Professional Development
11. Information Technology

NOTE: The Wisconsin DPI standards are similar (though not entirely identical to the NASP standards). You may be able to use the same text for similar standards between these sections.

FOLDER #3: Standards for Pupil Services Development and Licensure

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.

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