Portfolio Requirement for Application to the Education Specialist (Ed.S.) Program

Master of Science in Education and Education Specialist Programs in School Psychology
School of Education
University of Wisconsin-Stout

Since 1984, the standard for training school psychologists has been guided by a publication entitled *School Psychology: A Blueprint for Training and Practice*. Many states reorganized their licensing and certification standards based on the information provided in this document. In 1997, the publication was revised and renamed *School Psychology: A Blueprint for Training and Practice II*. The revision and an amendment resulted in a list of 11 domains, or specific areas of competence, school psychologists are expected to acquire in their training and use in practice.

The University of Wisconsin-Stout requires all individuals interested in applying for candidacy into the Ed.S. in School Psychology Program submit a portfolio documenting his or her proficiency in 7 of the 11 domains outlined in the Blueprint. It is expected that applicants will provide three to four examples of their work to show proficiency in each of the 7 domains. These pieces could include any number of artifacts, such as: research papers, reports, presentations, letters, pictures, etc. The only restriction is that applicants are not to use the same example, or artifact, in more than one domain. Further, all student or client names should be obscured from each artifact for confidentiality purposes.

Some examples include:

**Domain 1: Data-Based Decision Making**

School psychologists must be able to define current problem areas, strengths, and needs (at the individual, group, and systems level) through assessment, and measure the effects of decisions resulting from the problem-solving process.

Examples:

- Submit a comprehensive psycho-educational report written by you
- Present a curriculum-based measurement graph you developed
- Include a Statistical Package for the Social Sciences (SPSS) printout you generated
- Provide a Functional Behavioral Assessment (FBA) data collection or FBA report you wrote
Domain 2: Interpersonal Communication, Collaboration and Consultation
School psychologists must have the ability to listen well, participate in discussions, convey information, consult, and work together at an individual, group, and systems level.

Examples:
- Describe a team meeting you participated in
- Provide a picture of yourself in a group interaction
- Provide a Practicum or Internship Evaluation sheet with ratings in the area Interpersonal Relationships, Communication, and Consultation Skills
- Submit documents verifying your counseling experience
- Provide a copy of your program’s Disposition Review ratings
- Submit a letter of appreciation you received for participating on a committee

Domain 3: Effective Instruction and Development of Life Competencies
School psychologists must be able to develop challenging but achievable cognitive and academic goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress toward these goals.

Examples:
- Provide a document indicating your participation in the development of an IEP involving academic goals
- Submit a letter verifying that you provided tutoring services to a student or group of students
- Provide a report you have written that includes academic recommendations or goals
- Present a letter or document indicating you taught an academic lesson
- Provide a document verifying your teaching or substitute teaching experience
- Submit a curriculum-based measurement graph and report you developed

Domain 4: Socialization and Development of Life Competencies
School psychologists must be able to develop challenging but achievable behavioral, affective, or adaptive goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress toward these goals.

Examples:
- Provide a document indicating your participation in the development of IEP involving behavioral or adaptive goals
- Submit a document indicating that you helped school personnel develop a district wide discipline plan
- Present a Behavioral Intervention Plan (BIP) you developed
- Submit a paper delineating a classroom discipline strategy or classroom discipline program you designed
- Submit a letter from a supervisor indicating your assistance with a student who has behavioral issues
- Provide a document indicating your contribution to a social skills, friendship or other type of group
Domain 5: Student Diversity in Development and Learning
School psychologists must be aware of, appreciate, and work with individuals and groups with a variety of strengths and needs from diverse racial, cultural, ethnic, and linguistic backgrounds.

Examples:
- Present your assessment (report or protocol) of a bilingual child
- Provide documentation that you worked in an environment serving people from a wide range of ethnic backgrounds
- Submit graded papers or tests from a multiculturalism class
- Present a document indicating you facilitated a group for gay/lesbian individuals
- Submit a research paper you wrote that represents your understanding of diversity (e.g., counseling Hmong students)

Domain 6: School Structure, Organization and Climate
School psychologist must have the ability to understand the school as a system and work with individuals and groups to facilitate structure and policy that create and maintain schools as safe, caring, and inviting places for members of the community.

Examples:
- Provide documentation that you participated on a committee to develop a school wide program that enhanced the climate or safety of the school
- Present a letter referring to your contribution to parental involvement in the schools
- Hold a workshop on school violence (i.e., bullying, etc.)
- Provide a picture of a bulletin board you created for posting tips for teachers, parents, or students
- Submit a brochure you developed on school wide program offerings
- Present documentation that you presented at a teacher union or faculty meeting

Domain 7: Prevention, Wellness Promotion and Crisis Intervention
School psychologists must have knowledge of child development and psychopathology in order to develop and implement prevention and intervention programs for students with a wide range of needs and disorders.

Examples:
- Provide a document indicating you facilitated a counseling group (e.g., stress management, anger management, wellness promotion, gangs, divorce group, friendship group, group for pregnant teenagers)
- Submit a letter of support from a staff person who witnessed your ability to handle a crisis situation
- Provide documentation that you participated on a crisis committee
- Present documentation of your work in a program with at risk students
Domain 8: Home/School/Community Collaboration
School psychologists must have knowledge of family influences that affect student wellness, learning, and achievement, and must be able to form partnerships between parents, educators, and the community.

Examples:
- Present documentation of your attendance at a parent/teacher conference
- Submit a thank you letter from a parent of an at risk child
- Provide the curriculum of a parent education training session you developed
- Submit a letter you sent home to a parent
- Provide a written description of your work with a child’s family
- Provide documentation of your work on a community committee

Domain 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 to improve services.

Examples:
- Submit parts of your thesis or Plan B paper
- Submit a paper you wrote that has been submitted to, or published in, a journal
- Present a paper in which you critiqued a research article
- Submit a program evaluation you developed

Domain 10: Legal, Ethical Practice and Professional Development
School psychologist must take responsibility for developing as professionals and practice in ways which meet all appropriate ethical, professional, and legal standards to enhance the quality of services and protect the rights of all parties.

Examples:
- Submit a copy of your membership in a related professional organization (e.g., NASP, WSPA, CEC, APA, etc.)
- Present a certificate indicating that you presented at, or attended, workshops in a related subject area
- Submit documentation that you are on a committee that addresses ethical, professional, and/or legal standards
- Write a paper explaining your stance on an ethical dilemma
- Submit documentation that you attended a due process hearing
Domain 11: Technology
School psychologists need to be familiar with and able to evaluate the appropriateness of various technologies that may impact the practice of their profession. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

Examples:
- Submit a PowerPoint presentation you created
- Present a newsletter you created using a software package like Microsoft Publisher
- Provide computer-scored test protocols you developed
- Provide documentation of your familiarity with computerized tests (e.g., TOVA, Conners CPT)
- Submit examples of your participation with the University of Wisconsin-Stout’s web-based instructional programs like Learn@UW-Stout or e-scholar

Portfolios will be reviewed by the school psychology faculty of the University of Wisconsin-Stout. Portfolios will be assessed through UW-Stout’s Portfolio Assessment Rubric ratings.