



MISSISSIPPI STATE
UNIVERSITY™

SCHOOL PSYCHOLOGY PROGRAM

**Guidelines for the
Educational Specialist
Portfolio Requirements**

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Guidelines for the Educational Specialist Portfolio Requirements

Overview: As a graduate student completing the Educational Specialist degree in Education with an emphasis in School Psychology from Mississippi State University, you are required to submit a professional portfolio at the conclusion of the internship year. The portfolio will consist of work samples completed throughout the internship year that meet specific criteria and requirements outlined by the School Psychology program faculty.

Purpose: The portfolio is designed to benefit you personally and professionally as you matriculate through the program during the internship year. The development of the portfolio provides the School Psychology faculty with another objective mechanism for providing graduate students with feedback regarding their development of skills necessary for practice as a competent school psychologist. The portfolio also provides an excellent opportunity for structured self-reflection and self-evaluation of skill attainment in critical areas of school psychological practice. In addition, the faculty will use outcomes attained from the portfolio assessment for ongoing evaluation of the training program. We will review, analyze, and aggregate the results of the portfolio assessments for each student on a yearly basis to make important program improvements.

Evaluation: Each student will submit the completed portfolio to the Instructor of Record of *EPY 8780 Internship in School Psychology*. That faculty member will then distribute the completed portfolio to at least two of the core school psychology faculty members, one of which will include the instructor of record or the major professor. Each portfolio requirement must earn a passing score for the entire portfolio to be rated as “Meets Expectations.” There are three possible grading outcomes for each section of the portfolio. These outcomes are “Exceeds Expectations”, “Meets Expectations”, and “Below Expectations.” Each portfolio requirement will be explained in detail below with an accompanying evaluation rubric that will be used to determine the final rating of “Exceeds Expectations”, “Meets Expectations”, or “Below Expectations.” Any section of the portfolio that earns a rating of “Below Expectations” may be resubmitted one time, prior to the deadline for graduation, for the potential to earn a passing score of “Meets Expectations.” If the student obtains a score of “Meets Expectations” on the second review, then the student will pass that section of the portfolio requirement and should obtain an overall rating of “Meets Expectations” on the entire portfolio. However, the student may be required to make additional corrections on the section in questions as outlined by the faculty. If the student obtains a rating of “Below Expectations” on the second evaluation of the section, then the student will be considered to have failed the portfolio assessment; this performance will be reflected in his/her course grade. A remediation plan for successfully completing the portfolio assessment will then be developed between the student and his or her advisor for review and final approval by the School Psychology faculty. This scenario should occur very infrequently as the student is highly encouraged to seek supervision from their advisor, university-based supervisor, and field-based supervisor throughout the year in developing the portfolio prior to formal submission to the School Psychology faculty.

Deadlines: Portfolios must be submitted by the deadline outlined within the course requirements.

Structure: The entire content of the portfolio should be written in Times, 12-point font. Proper grammar, punctuation, and spelling are expected in all documents along with strict adherence to the current APA style manual. Portfolio materials should be placed in a hard cover, three ring binder, with each section clearly labeled with section dividers. The first entry should be a Table of Contents. A labeled tab in its appropriate place in the portfolio should accompany each item in the TOC. All identifying characteristics of children, family members, school personnel, etc must be removed from all work or the portfolio will be returned to you for correction prior to review. Please do not place the sheets in sheet protectors as it makes it very difficult for the faculty to review the documents.

Each section of the portfolio will begin with cover sheet(s) on which you explain the following:

1. why you chose this particular work product as an example of your applied skills
2. what you learned through the process of creating the work product.

Each cover sheet should be a maximum of 2 double-spaced typed pages.

Contents of the Portfolio

Note: Items 3-5 allow you to select one example of a project that meets criteria from among several cases you may have developed during your internship year. You will use the required cover sheets to explain why you chose this sample.

1. **Current Professional Vita**

The vita should include current contact information, relevant educational history, relevant work history, scholarly activities (e.g., publications, presentations, workshops, etc), honors or awards you have earned, and professional references.

2. **Philosophy and Goals**

Each student will submit a 1-2 page statement addressing his or her philosophy of school psychology practice along with specification of their short-term and long-term goals. The graduate student should use the example goals and objectives outlined in the Internship Handbook and the Professional Training Standards outlined by NASP when developing short and long-term goals for the internship experience. **Each student must submit their philosophy statement and professional goals by the end of the first month of the internship rotation.**

3. **One Case Example of an Academic Intervention**

Purpose: The inclusion of an academic intervention will provide evidence to the faculty that the graduate student understands how children learn, can design and directly implement and/or provide consultation to school personnel regarding the implementation of an empirically-based intervention that is likely to enhance academic performance in referred areas, and can measure the effectiveness of the interventions and the outcome data to modify intervention elements or integrity as needed. As such, the student will be required to perform a comprehensive academic assessment (e.g., record reviews, structured interviews, structured direct observations, hypothesis development, hypothesis testing – when appropriate, reinforcer or preference assessment) and develop an academic intervention plan for a referred student. The graduate student will be required to submit data in narrative (e.g., structured case report) and graphic form and will be required to submit treatment integrity data and acceptability data. The student will be required to analyze data using visual analysis procedures, supplemented with effect size calculations. Visual analysis procedures should be followed per What Works Clearing House Standards for Single Subject Design (i.e., Kratochwill et al., 2010), including interpretations of level, trend, and variability, as well as immediacy of effect, overlap, and consistency of patterns, whenever possible. Effect size estimates should be calculated using Non-overlap of All Pairs (NAP; Parker & Vannest, 2009) or Tau-U (Parker, Vannest, Davis, & Sauber, 2011) procedures and interpretation criteria. Samples of contracts, data collection forms, treatment integrity and acceptability forms, etc should be included with the report.

4. **One Case Example of a Behavioral Intervention**

Purpose: The inclusion of a behavioral intervention will provide evidence to the faculty that the graduate student understands human behavior and the environmental events related to the motivation of human behavior, can design and directly implement and/or

provide consultation to school personnel regarding the implementation of an empirically-based intervention that is likely to enhance social, emotional, and/or behavioral performance, and can measure the effectiveness of the interventions and the outcome data to modify intervention elements or integrity as needed. As such, the student will be required to perform a comprehensive functional behavior assessment (e.g., record reviews, structured interviews, structured direct observations, hypothesis development, hypothesis testing – when appropriate, reinforcer or preference assessment) and develop a behavior intervention plan for a referred student. The student will then implement the intervention and evaluate outcomes. The graduate student will be required to submit data in narrative (i.e., structured case report) and graphic form and will be required to submit treatment integrity and acceptability data. The student will be required to analyze data using visual analysis procedures, supplemented with effect size calculations. Visual analysis procedures should be followed per What Works Clearing House Standards for Single Subject Design (i.e., Kratochwill et al., 2010), including interpretations of level, trend, and variability, as well as immediacy of effect, overlap, and consistency of patterns, whenever possible. Effect size estimates should be calculated using Non-overlap of All Pairs (NAP; Parker & Vannest, 2009) or Tau-U (Parker, Vannest, Davis, & Sauber, 2011) procedures and interpretation criteria. Samples of contracts, data collection forms, treatment integrity and acceptability forms, etc should be included with the report.

5. Self-Reflection

Purpose: The inclusion of a self-reflection will allow the graduate student to evaluate his or her own growth and development throughout the program and internship year. It will allow the student to review his or her progression through the School Psychology program into and throughout the internship year. It will allow the graduate student to reflect back on all he or she has learned throughout their educational and applied experiences and think about how he or she will use that training during professional employment as a school psychologist. Using this information, write a maximum of 4 double-spaced pages reflecting upon your growth in understanding the role and function of the school psychologists and the contributions you make to the lives of children, families, school and related personnel. You should conclude with a minimum of 2 specific goals that you wish to achieve during your first year of employment as a school psychologist and how you will determine if you have attained these goals.

6. Praxis School Psychologist Test (5402) Score Report

Purpose: The inclusion of the score report will complete your records needed for graduation (i.e., a report of the results must go to the Graduate School).

Evaluation Criteria for the EdS Portfolio

The School Psychology faculty will review each portfolio component and rate the quality of the required elements according to the following scale:

1 = “Below Expectations”: does not meet expectations for the specialist level of training while completing the internship year; the student needs much more practice and supervision than the majority of students at this same level of training.

2= “Meets Expectations”: meets expectations for specialist level of training while completing the internship year; continued professional development and supervision are recommended.

3= “Exceeds Expectations”: student demonstrates mastery of this skill/component at the specialist level while on internship; continued professional development and supervision are recommended.

Students will receive the average of the faculty’s scores for each component and must attain an overall average of 2.0 “Meets Expectations” or higher to pass the portfolio assessment. (Note: Faculty reviewers may use .5 ratings, which extend the rating scale to 3.5 for “expert performance.”)

Academic Intervention Case Report

Component	Rating		
Problem Identification			
1. Operational definition of academic skill deficit that is the focus of intervention is present (based on interviews, observations, review of records)	1	2	3
2. Introductory paragraph and background section is present	1	2	3
Problem Analysis			
3. Results of the curriculum-based assessment or task analysis is present	1	2	3
4. Well developed hypothesis for the academic deficit is present	1	2	3
5. Baseline data are present and graphed; data are collected for an appropriate period of time to establish a stable baseline period (e.g., at least 3 data points)	1	2	3
6. Appropriate goal is established based on the baseline data and expressed in measurable terms	1	2	3
7. Hypotheses are tested using functional analysis or brief experimental analysis (if appropriate)	1	2	3
8. Description of how the intervention addresses the specified hypotheses is present	1	2	3
Plan Implementation			
9. Step-by-step description of the intervention(s) is present; appropriately addresses antecedents, target behaviors, replacement behaviors, and consequences	1	2	3
10. Intervention and/or progress monitoring data are present and graphed; data are collected for an appropriate period of time to establish a stable intervention period	1	2	3
11. A rationale for using the same intervention throughout the intervention period or modifying the intervention based on data is present	1	2	3
12. Clear plan for assessing and measuring treatment integrity is present	1	2	3
13. Clear plan for assessing and measuring treatment acceptability is present	1	2	3
Plan Evaluation			
14. Summative evaluation that addresses the impact of the intervention on the student's academic functioning is present; student must discuss graphic (i.e., visual analysis) and effect sizes (e.g., NAP or Tau-U).	1	2	3
15. Clear description of how treatment integrity was measured and evaluated.	1	2	3
16. Clear description of how treatment acceptability was measured and evaluated.	1	2	3
Quality Indicator			
17. Samples of contracts, data collection forms, integrity forms, acceptability forms, reinforcers, etc are present	1	2	3
Overall Rating (please circle)	1	2	3

Comments:

Faculty Reviewer: _____

Behavioral Intervention Case Report

Component	Rating		
Problem Identification			
1. Operational definition of social, emotional, or behavioral skill that is the focus of intervention is present (based on interviews, observations, review of records)	1	2	3
2. Introductory paragraph and background section is present	1	2	3
Problem Analysis			
3. Results of the functional assessment or task analysis is present	1	2	3
4. Well developed hypothesis for the social, behavioral, or emotional skill deficit is present	1	2	3
5. Baseline data are present and graphed; data are collected for an appropriate period of time to establish a stable baseline period (e.g., at least 3 data points)	1	2	3
6. Appropriate goal is established based on the baseline data and expressed in measurable terms	1	2	3
7. Hypotheses are tested using functional analysis or brief experimental analysis (if appropriate)	1	2	3
8. Description of how the intervention/behavior support plan addresses the specified hypotheses is present	1	2	3
Plan Implementation			
9. Step-by-step description of the intervention(s) is present; appropriately addresses antecedents, target behaviors, replacement behaviors, and consequences	1	2	3
10. Intervention and/or progress monitoring data are present and graphed; data are collected for an appropriate period of time to establish a stable intervention period	1	2	3
11. A rationale for using the same intervention throughout the intervention period or modifying the intervention based on data is present	1	2	3
12. Clear plan for assessing and measuring treatment integrity is present	1	2	3
13. Clear plan for assessing and measuring treatment acceptability is present	1	2	3
Plan Evaluation			
14. Summative evaluation that addresses the impact of the intervention on the student's behavioral, social and emotional functioning is present; student must discuss graphic (i.e., visual analysis) and effect sizes (e.g., NAP or Tau-U).	1	2	3
15. Clear description of how treatment integrity was measured and evaluated.	1	2	3
16. Clear description of how treatment acceptability was measured and evaluated.	1	2	3
Quality Indicator			
17. Samples of contracts, data collection forms, integrity forms, acceptability forms, reinforcers, etc are present	1	2	3
Overall Rating (please circle)	1	2	3

Comments:

Faculty Reviewer: _____

Other Portfolio Components

Component	Decision (Yes or No) or Rating/Notes		
Professional Vita			
1. Vita is appropriate for an employment application by a beginning school psychologist	1	2	3
2. Vita accurately reflects the intern's education, skills, and accomplishments	1	2	3
Personal Statement			
3. Philosophy of School Psychology is addressed	1	2	3
4. Short and long-term goals are ambitious but appropriate and reasonable	1	2	3
Self Reflection			
5. Student provides a detailed reflection of training experiences throughout the program and internship year	1	2	3
6. Student identifies 2 appropriate goals and evaluation measures for 1 st year of employment	1	2	3
Overall Rating (please circle)	1	2	3

Comments:

Faculty Member: _____

Assessing Impact on Student Learning in P-12 Environments

The Council on the Accreditation on Educator Preparation (CAEP) and the National Association of School Psychologists (NASP) have placed specific focus on evaluating the impact of school psychological services on students in grades P-12. Assessing positive impact on student learning is addressed in the NASP standards and is required by CAEP unit accreditation standards. Fortunately, leaders in NASP have provided guidance on how to address these expectations. Students should review the following materials when assessing impact on student learning. In addition, guidance will be provided regarding the use of specific methods with the aforementioned requirements for the various case studies.

Students should review material from the following resources when assessing impact on P-12 student learning.

Barnett, D. W., Daly, E. J., Jones, K. M., & Lentz, F. E. (2004). Response to intervention: Empirically-based special service decisions from single-case designs of increasing and decreasing intensity. *The Journal of Special Education, 38*, 66-79.

Campbell, J. M. (2004). Statistical comparison of four effect sizes for single-subject designs. *Behavior Modification, 28*, 234-246.

Hayes, S. C., Barlow, D. H., & Nelson-Gray, R. O. (1999). *The scientist-practitioner: Research and accountability in the age of managed care (2nd Ed.)*. Needham Heights, MA: Allyn & Bacon.

Olive, M. L., & Smith, B.W. (2005). Effect size calculations and single subject designs. *Educational Psychology, 25*, 313-324.

Polaha, J. A. & Allen, K. D. (1999). *A tutorial for understanding and evaluating single subject methodology. Proven Practice: Prevention and Remediation Solutions in Schools, 1(2)*, 73-77.

Prus, J., & Waldron, N. (2008). Best practices in assessing performance in school psychology graduate programs. In A. Thomas, & J. Grimes (Eds.), *Best Practices in School Psychology V* (pp. 1943-1956). Bethesda, MD: National Association of School Psychologists.

Riley-Tillman, T. C., & Burns, M. K. (2009). *Evaluating educational interventions: Single-case design for measuring response to intervention*. New York, NY: Guilford.

Required Methods for Assessing Impact on P-12 Student Learning

1. Visual Analysis within Single Subject Research Designs

Students will be required to use approved single subject designs when assessing the effectiveness of academic or behavioral interventions. In relation, student should clearly identify their targets and operationally define these targets for precise measurement. Students should visually analyze the data for changes in level, trend, and variability or divergence and convergence depending on the type of design used. Appropriate evaluations of stability should be collected for each phase. In addition, appropriate goals should be established based on visual analysis of data during baseline conditions.

2. Basic Statistical Comparisons

Students should use measures of central tendency (e.g., mean, median, mode) to evaluate changes in the target behavior across phases. In relation, it may be appropriate on occasions to calculate standard deviations for examination of change across phases. In addition, appropriate goals should be established based on data gathered during the baseline phase. Furthermore, rates of improvement (ROI) may be calculated to assist in the proper development of goals for students. One of the most basic methods for calculating ROI is to subtract the baseline data (mean, median) from the established goal criterion and divide by the number of weeks allotted for intervention to determine the required improvement on a weekly basis.

3. Effect Sizes (ES)

Students will also be required to calculate effect sizes for their academic and behavioral intervention cases using either Non-overlap of All Pairs (NAP) or Tau-U procedures. Parker and Vannest (2009) offers detailed procedures for hand calculating NAP, as Parker, Vannest, Davis, & Sauber (2011) does for Tau-U. However, the online effect size calculator: <https://jepusto.shinyapps.io/SCD-effect-sizes/> is recommended (Pustejovsky & Swan, 2018). If students decide to use an alternate method of calculating effect size, they should provide a justification as to why this was more appropriate, supported by literature.

Parker, R. I., & Vannest, K. (2009). An improved effect size for single-case research: Nonoverlap of all pairs. *Behavior Therapy*, 40, 357-367.

Parker, R. I., Vannest, K. J., Davis, J. L., & Sauber, S. B. (2011). Combing nonoverlap and trent for single-case research: Tau-U. *Behavior Therapy*, 42, 284-299.

Pustejovsky, J. E. & Swan, D. M. (2018). Single-case effect size calculator (Version 0.5) Web application. Retrieved from <https://jepusto.shinyapps.io/SCD-effect-sizes/>

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