



**LOYOLA
UNIVERSITY
CHICAGO**

Preparing people to lead extraordinary lives

**PORTFOLIO REQUIREMENTS AND SCORING RUBRIC
SCHOOL PSYCHOLOGY M.Ed.**

The M.Ed. portfolio is a representation of some of the important concepts and principles necessary as you begin a career in school psychology.

The following information must be included in your portfolio after you have completed 30 semester hours in the graduate program.

The portfolio is to be turned in to Wendy Johnson, 11th floor Lewis Towers by April 1.

Components:

- 1. Resume**
- 2. Annotated Bibliography**
- 3. Theory and Practice and How They Relate**
- 4. Service Learning Project**
- 5. Technology Presentation PowerPoint Slides**
- 6. Documentation of Illinois Basic Skills Passed**
- 7. Documentation of Ed.S. Application submitted (Ed.S. students only)**

This portfolio is to be submitted in a three-ring binder, with each component delineated by a divider. Please provide a copy of each rubric in a pocket divider at the beginning of each component. Any items with identifiable information must be placed in a sealed envelope included with the submission.

RESUME

	Target	Acceptable	Unacceptable
Format	Resume displays a consistent format throughout	Resume displays a somewhat consistent format throughout	Resume does not display a consistent format
Spelling	No spelling errors found	Some spelling errors found	Spelling errors interfere with professionalism of resume
Length	At least one page long	Less than one page long, but still highly professional and informational	Less than one page long
Organization	Highly organized (e.g. with headings separated into subjects, thoughtful components, and clean layout)	Somewhat organized (e.g. some headings separated into subjects, somewhat thoughtful components, and a somewhat clean layout)	Not very organized (e.g. headings not separated into subjects, components are not thoughtfully represented, and disordered/ chaotic)
Contact & Experience	Professional experience and personal contact information are included	Professional experience and personal contact information are included, but difficult to find	Professional experience and personal contact information are not included
References	Three references are included	Three references are included	Fewer than 3 or no references are included.
Final Score	Target	Acceptable	Unacceptable

ANNOTATED BIBLIOGRAPHY

	Target	Acceptable	Unacceptable
Articles	Three articles, books or book chapters to address each of the 11 NASP Standards	Fewer than three articles, books or book chapters to address each of the 11 NASP Standards	Missing NASP standards or no Annotated Bibliography
Standards	Clearly indicates which NASP Standard(s) each article addresses	Somewhat indicates which NASP Standard(s) each article addresses	Does not indicate which NASP Standard(s) each article addresses
Appropriate Sources	Uses all appropriate journals and or scholarly resources	Uses some appropriate journals and or scholarly resources	Uses almost no appropriate journals and or scholarly resources
APA Format	APA format used for each citation	APA format used for each citation with some mistakes	Did not use APA format or had a significant number of mistakes
Summaries	All summaries are clearly written and summative	Most summaries are clearly written, but not always summative	Almost no summaries are good and clearly written
Body of Literature	More than adequately represents school psychology's body of literature	Adequately represents school psychology's body of literature	Inadequate or limited representation of school psychology's body of literature
Independent Development	Indicates independent development of the annotated bibliography and well written summaries	Indicates independent development of the annotated bibliography	Indicates little independent development of annotated bibliography
Variety of Sources	Does not use resources (e.g. Best Practices) multiple times; appears familiar with various peer review journals and the depth of the field.	Uses some resources multiple times; appears somewhat familiar with various peer review journals and the depth of the field	Uses many sources multiple times; does not show familiarity with various peer review journals and the depth of the field
Final Score	Target	Acceptable	Unacceptable

Comments:

THEORY AND PRACTICE AND HOW THEY RELATE

Each NASP Standard with the related annotated bibliography will be supplemented with a brief statement (1-2 pages) describing how the Standard and the readings are related both to the student's School-Based Learning Experience as required by the program or other school related experiences and coursework. This should be a separate document from the Annotated Bibliography.

	Target	Acceptable	Unacceptable
Statements	Statements integrate the relationship or lack of relationship as observed between theory and practice in the schools	Statements somewhat integrate the relationship or lack of relationship as observed between theory and practice in the schools	Statements do not integrate the relationship or lack of relationship as observed between theory and practice in the schools.
Clear and Concise	The statements are tied to each standard in a clear and concise manner.	The statements are somewhat tied to each standard or are not very concise.	The statements are not tied to each standard and are not concise.
Experience with NASP Standards	The statements reflect students' experience with the NASP Standards within the context of their experiences in the School Psychology Program to date.	The statements limitedly reflect students' experience with the NASP Standards within the context of their experiences in the School Psychology Program to date.	The statements do not reflect students' experience with the NASP Standards within the context of their experiences in the School Psychology Program to date.
Final Score	Target	Acceptable	Unacceptable

Comments:

SERVICE LEARNING PROJECT

Documentation of days and time spent in service (see Appendix for form).

	Target	Acceptable	Unacceptable
Hours	75 hours of service documented on the time sheet (see Appendix)	75 hours of service, but not documented clearly on the time sheet (see Appendix)	Fewer than 75 hours of service, or not documented on the time sheet (see Appendix)
Reflection Paper Detail	Reflection paper details the year of service in schools in relation to what you are learning about the field of school psychology	Reflection paper details some of the year of service or your experiences in schools in relation to what you are learning about the field of school psychology	Reflection paper has limited detail of the year of service or your experiences in school
Length of Paper	Reflection paper is at least three pages in length	Reflection is less than three pages, but adequately shows depth of thought and reflection	Reflection is less than three pages, and/or does not adequately shows depth of thought and reflection
Organization	Reflection paper is well organized	Reflection paper is somewhat organized, but still shows depth of thought and reflection	Reflection paper is not well organized and/or does not show depth of thought and reflection
Final Score	Target	Acceptable	Unacceptable

Comments:

TECHNOLOGY COMPETENCY

Students will create a PowerPoint presentation that could be used at an in-service for school staff. The presentation will be instructional in nature and will show teachers how to use 1) AIMSweb for benchmarking, 2) Survey Monkey for collecting data, OR 3) SWIS for behavioral monitoring. Presentations will be at least 20 slides long (but not longer than 30), and will incorporate 2 of the 3 technology pieces listed: Podcast, Video clip, or Audio clip.

Students will print the slides for the Portfolio (maximum 2 slides per page), as well as submit an electronic copy to the program directors by April 1st. A brief write-up is also required outlining the presentation.

	Target	Acceptable	Unacceptable
Grammar	Presentation contains no grammatical errors	Presentation contains some grammatical errors, but not enough to detract from quality	Presentation contains many grammatical errors that detract from quality
Length	PowerPoint is at least 20 slides long, printed out, and submitted electronically	PowerPoint is fewer than 20 slides long, but is still an effective teaching tool; Ppt is not printed, but is submitted electronically	PowerPoint is fewer than 20 slides long, and is not an effective teaching tool, or is more than 30 slides; Ppt is not printed out or submitted electronically
Teach	PowerPoint teaches a particular web-based skill used in school psychology practice effectively and comprehensively	PowerPoint teaches a particular web-based skill used in school psychology practice somewhat effectively and comprehensively	PowerPoint does not teach a particular web-based skill used in school psychology practice effectively and/or comprehensively
Tech Components	PowerPoint incorporates 2 of the 3 technology components	PowerPoint incorporates 1 of the 2 technology components, or 2 to a limited effect	PowerPoint incorporates no technology components.
Write-up	Student provides brief write-up outlining PowerPoint presentation	Student provides a write-up ineffectively outlining PowerPoint presentation	Student does not provide a write-up outlining the PowerPoint presentation
Final Score	Target	Acceptable	Unacceptable

Comments:

DOCUMENTATION OF ADDITIONAL SKILLS

Students must provide:

- Documentation of Illinois Basic Skills Test Passed (in sealed envelope)
- Ed.S. Application Submitted to Program Administrator

	Target	Acceptable	Unacceptable
Basic Skills	Documentation of Illinois Basic Skills Test Passed provided in the sealed envelope	Documentation of Illinois Basic Skills Test Passed not provided in the sealed envelope	No Documentation of Illinois Basic Skills Test Passed
Ed.S. Application	Ed.S. Application copy provided in a sealed envelope, and submitted to LT 11 th floor	Ed.S. Application copy not provided in portfolio, but still submitted to LT 11 th floor	Ed.S. Application not submitted
Final Score	Target	Acceptable	Unacceptable

Comments: