



ISBE/NASP STANDARDS & CULMINATING PORTFOLIO COMPONENTS
In addition to components standards described in rubric

STANDARD	PORTFOLIO COMPONENT(S)
<p>Standard 1: Data-Based Decision Making and Accountability The competent School Psychologist understands that data-based decision making permeates every aspect of professional practice and has knowledge of a variety of models and methods of assessment that yield information useful in understanding problems, identifying strengths and needs, and measuring progress and accomplishments. The competent School Psychologist uses 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</p>	<ul style="list-style-type: none"> ●Annotated Bibliography ●Traditional Case Study Evaluation ●Problem Solving Case ●Consultation/Collaboration Case ●Article Critique ●Internship Log ●Service Learning Project
<p>Standard 2: Consultation and Collaboration The competent School Psychologist has knowledge of behavioral, mental health, collaborative, and other consultation models and methods of applications to particular situations. The competent School Psychologist collaborates effectively with others in planning and decision making processes at the individual, group, and systems level</p>	<ul style="list-style-type: none"> ●Annotated Bibliography ●Service Learning Project ●Problem Solving Case ●Positive Behavior Support-Consultation ●Internship Log
<p>Standard 3: Learning and Instruction The competent School Psychologist has knowledge of human learning processes and of direct/indirect services, including instructional interventions and consultation, applicable to the development of cognitive and academic skills. The competent School Psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of the implemented interventions</p>	<ul style="list-style-type: none"> ●Annotated Bibliography ●Traditional Case Study Evaluation ●Problem Solving Case ●Positive Behavior Support-Consultation ●Internship Log ●Service Learning Project
<p>Standard 4: Socialization and Development of Life Skills The competent School Psychologist has knowledge of human developmental processes and of</p>	<ul style="list-style-type: none"> ●Annotated Bibliography ●Traditional Case Study Evaluation ●Problem Solving Case

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<p>direct/indirect services, including consultation, behavioral assessment/intervention, and counseling applicable to the development of academic, behavioral, affective, adaptive, social, and career goals. The competent School Psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, social, and career goals for students of varying abilities, disabilities, strengths and needs; implements interventions to achieve those goals; and evaluates the effectiveness of interventions</p>	<ul style="list-style-type: none"> •Positive Behavior Support-Consultation •Internship Log
<p>Standard 5: Student Diversity in Development and Learning The competent School Psychologist understands individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development, learning, and communication skills. The competent School Psychologist demonstrates sensitivity and other skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs</p>	<ul style="list-style-type: none"> •Annotated Bibliography •Service Learning Project •Traditional Case Study Evaluation •Problem Solving Case •Positive Behavior Support-Consultation •Reflective Paper •Internship Log
<p>Standard 6: School and Systems Organization, Policy Development, and Climate The competent School Psychologist has knowledge of schools and other settings as systems, and works with individuals and groups to facilitate policies and practices that create and maintain safe, caring, and supportive learning environments for children and others</p>	<ul style="list-style-type: none"> •Annotated Bibliography •Service Learning Project •Positive Behavior Support-Consultation •Multimedia Presentation •Internship Log •Service Learning Project
<p>Standard 7: Prevention, Crisis Intervention, and Mental Health The competent School Psychologist has knowledge of human development and psychopathology and associated biological, cultural, and social influences on human behavior. The competent School Psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well being of students</p>	<ul style="list-style-type: none"> •Annotated Bibliography •Positive Behavior Support-Consultation •LSCI transcript & Reflection •Internship Log
<p>Standard 8: Home/School/Community Collaborations The competent School Psychologist has knowledge of diverse family systems (e.g., single parent, foster</p>	<ul style="list-style-type: none"> •Annotated Bibliography •Service Learning Project •Multimedia Presentation

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<p>parents, bi-racial parents, sexual orientation of parents), and understands influences on student development, learning, and behavior. Further, the competent School Psychologist has knowledge of methods to involve families in education and service delivery. The competent School Psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families</p>	<ul style="list-style-type: none"> •Internship Log •Service Learning Project
<p>Standard 9: Research and Program Evaluation The competent School Psychologist has knowledge of research, statistics, and evaluation methods; evaluates research; translates research into practice; and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations leading to the improvement of services</p>	<ul style="list-style-type: none"> •Annotated Bibliography •Two selected papers •Critical Review of Article •Internship Log
<p>Standard 10: School Psychology Practice and Development The competent School Psychologist has knowledge of the history and foundations of the profession; of various service models and methods of culture, language, ethnicity, race, and gender; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. The competent School Psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development</p>	<ul style="list-style-type: none"> •Annotated Bibliography •Service Learning Project •Two selected papers •Internship Log •Praxis Exam
<p>Standard 11: Technology Standards The competent School Psychologist has knowledge of relevant information sources and technology, and accesses, evaluates, and uses information sources and technology in ways that safeguard or enhance the quality of services</p>	<ul style="list-style-type: none"> •Annotated Bibliography •Technology Self Rating •Multimedia Presentation •Videotape/stream of an applied school psychology activity •Internship Log
<p>Developing a sense of social justice</p>	<ul style="list-style-type: none"> •Reflective Paper •Internship Log
<p>Development of self as an ethical person</p>	<ul style="list-style-type: none"> •Reflective Paper •Internship Log