



**LOYOLA  
UNIVERSITY  
CHICAGO**

*Preparing people to lead extraordinary lives*

## **ED.S. Portfolio Requirements**

**LOYOLA UNIVERSITY CHICAGO  
SCHOOL PSYCHOLOGY PROGRAM  
EDUCATIONAL SPECIALIST DEGREE**

The Educational Specialist Portfolio is a comprehensive document which will include samples of work from courses the student has taken as Loyola and new material completed by the student during the internship year. The purpose for the portfolio is to provide a sample of work which reflects the integration of knowledge and performance abilities.

The materials included will be organized according to the 11 NASP Standards which have been developed to reflect those areas which are necessary to become a well informed practitioner in the field of school psychology. Additional material will allow the student to reflect on his/her growth as an ethical person and the role that social justice has informed them as a professional.

Please make certain that all materials not in the sealed envelope are anonymous. If you do not follow directions portfolio will not be able to be graded.

Materials included in the portfolio which are products from previous Loyola classes which attained a grade of "B" or better may be used. Material previously graded must include the comments and grade as returned by the professor. New material will be scored by the reader.

The portfolio is a sampling of your best work over time and your newer work which demonstrates those skills attained as an intern in such areas as report writing, consultation and data collection.

## EdS Portfolio Standard 1

### DATA BASED DECISION MAKING AND ACCOUNTABILITY

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#### Problem Solving Case Report

The following tasks must be completed and documented in the report:

##### Introduction

- Provide sanitized identifying information (e.g., student and teacher name, grade, age, school, dates of service, report date, etc.) that protects student's confidentiality.
- State referral problem.
- Complete at either practicum or internship site.

##### Problem Identification

- Review the student's relevant academic background and current educational functioning.
- Interview the student's teacher to determine the student's current academic functioning and the desired level of functioning.
- Review permanent products and/or individual and/or class-wide academic functioning assessment that has been collected previously.
- If data collected during the problem identification stage indicates the problem may be academic in nature, then CBM probes may be administered in the academic areas of concern.
- Determine if problem is a skill deficit or performance deficit.
- Collaboratively define target behavior in behavioral terms.
- Collect baseline data with a minimum of 3 data points – sufficient data to establish stability.

##### Problem Analysis

- Complete an FBA that includes structured observations over multiple settings - including student and teacher interviews where the function of the behavior is hypothesized and a replacement behavior is operationally defined.
- Collaboratively develop an intervention. The intervention is functionally related to the identified problem (linked to, and driven by, assessment data); is acceptable; is easy to implement; and defines what will occur, who will implement the intervention, where it will occur, and when it will be implemented.

##### Plan Implementation

- Conduct training in intervention implementation.
- Ensure the intervention is implemented over a period of not less than 5 weeks with a minimum 10 data points collected.
- Establish a plan/checklist to monitor treatment integrity and report outcomes. If inadequate levels of treatment integrity are noted, conduct a booster training session.

##### Plan Evaluation

- Present baseline, goal, aim line and intervention in a graphical format.
- Analyze intervention data in relation to baseline data.
- Analyze treatment integrity data.
- If plan was not successful, provide a clear explanation regarding hypotheses and why intervention failed.
- Propose recommendations for modifying the intervention, if needed.
- Provide recommendations for maintenance and generalization of student outcomes.

## Scoring Rubric for Standard 1:

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Introduction</b>	All tasks are completed and meet stated expectations. The student's confidentiality is protected. The referral problem is clearly stated.	All tasks are completed. The student's confidentiality is protected. The referral problem is somewhat clear.	All tasks are not completed. The student's confidentiality is not protected. The referral problem is unclear.
<b>Problem Identification</b>	All tasks are completed and meet stated expectations. The identified problem is clearly defined in behavioral terms in enough detail for an outside observer to measure the behavior. Enough baseline data (with methods appropriate to the identified problems) are collected to establish stability.	All tasks are completed. The identified problem is somewhat clear and/or measurable. Methods to collect baseline data are not ideal for the identified problem.	All tasks are not completed or the identified problem is unclear, not defined in behavioral terms, or not observable and measurable. Methods to collect baseline data are inappropriate for the identified problem and/or enough data points are not gathered.
<b>Problem Analysis</b>	All tasks are completed and meet stated expectations. All factors (setting events, antecedents, consequences) that may contribute to the identified problem are thoroughly identified and analyzed. An appropriate intervention, linked to the assessment data, is collaboratively developed.	All tasks are completed. All factors that may contribute to the identified problem are adequately identified and analyzed. It is not clear whether or not the intervention, linked to the assessment data, is collaboratively developed.	All tasks are not completed. All factors that may contribute to the identified problem are not adequately identified. The intervention is not clearly linked to assessment data and/or is not collaboratively developed.
<b>Plan Evaluation</b>	All tasks are completed and meet stated expectations. The plan is critically evaluated and recommendations for maintenance and generalization are stated. The evaluation demonstrates an ability to critically reflect upon the case.	All tasks are completed. The plan is sufficiently evaluated.	All tasks are not completed. Plan evaluation is unclear, and conclusions are not drawn from the collected data. Maintenance and/or generalization are not addressed.
<b>Complete Report</b>	Report must receive Target on all 5 sections or Target on 4 sections and Acceptable on 1 section.	More than 1 section receives a rating of Acceptable. No section receives a rating of Unacceptable.	Any Unacceptable section ratings will result in a rating of Unacceptable for the complete report.
<b>Standard 1 Total Assessment NASP 1</b>	Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).	All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.	Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.
<b>Final Score</b>	Target	Acceptable	Unacceptable

## EdS Portfolio Standard 2

### CONSULTATION AND COLLABORATION

#### PBS Consultation and Collaboration Case

All of the following components must be documented in the written report:

- Problem is identified in behavioral terms (i.e. at a classroom, building or system level)
- Data collection methods include structured observations and teacher interviews
- An assessment of the academic and functional level of the students in the classroom is documented when appropriate
- Intervention is designed after hypothesizing about one or more possible functions of the behavior(s)
- A target goal and/or expectations are identified in behavioral /measurable terms
- Target behaviors are utilized in defining the baseline data
- Baseline data is collected over time with a minimum of three data points
- Information is provided in the narrative about expected behavioral changes
- An intervention at the classroom or building level is devised, which specifies what will occur, who will implement the intervention, where the intervention will occur, and when the intervention will be implemented
- Intervention data points are collected over time
- Baseline, goal, aim line and intervention is adequately reflected in a graphical format
- If unsuccessful, report contains clear explanation addressing the specific hypotheses and why intervention may have failed and recommendations for intervention adjustment
- Confidentiality of students is protected
- Completed at practicum or internship site

Scoring Rubric for Standard 2:

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Problem Identified in Behavioral Terms</b>	Benchmark is completed in a manner above and beyond expectations and evidence is included in the report.	Benchmark is completed and evidence is included in the report.	Benchmark is incomplete or not evident in the report.
<b>Data Collection Includes Structured Observations and Teacher Interviews</b>	Benchmark is completed in a manner above and beyond expectations and evidence is included in the report.	Benchmark is completed and evidence is included in the report.	Benchmark is incomplete or not evident in the report.
<b>Academic and Functional Level of Students is Documented When Appropriate</b>	Benchmark is completed in a manner above and beyond expectations and evidence is included in the report.	Benchmark is completed and evidence is included in the report.	Benchmark is incomplete or not evident in the report.
<b>Intervention is Designed After Hypothesizing About 1 or More</b>	Benchmark is completed in a manner above and	Benchmark is completed and	Benchmark is incomplete or not

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Possible Functions of the Behavior(s)</b>	beyond expectations and evidence is included in the report.	evidence is included in the report.	evident in the report.
<b>Target Goals/Expectations are Identified in Behavioral Terms</b>	Benchmark is completed in a manner above and beyond expectations and evidence is included in the report.	Benchmark is completed and evidence is included in the report.	Benchmark is incomplete or not evident in the report.
<b>Target Behaviors are Utilized in Defining Baseline Data</b>	Benchmark is completed in a manner above and beyond expectations and evidence is included in the report.	Benchmark is completed and evidence is included in the report.	Benchmark is incomplete or not evident in the report.
<b>Baseline Data Collected Over Time (Minimum of 3 Data Points)</b>	Benchmark is completed in a manner above and beyond expectations and evidence is included in the report.	Benchmark is completed and evidence is included in the report.	Benchmark is incomplete or not evident in the report.
<b>Information is Provided in the Narrative About Expected Behavioral Changes</b>	Benchmark is completed in a manner above and beyond expectations and evidence is included in the report.	Benchmark is completed and evidence is included in the report.	Benchmark is incomplete or not evident in the report.
<b>Intervention at the Classroom or Building Level is Devised, Specifies What Will Occur, Who Will Implement Intervention, Where Intervention Will Occur, When Intervention Will be Implemented</b>	Benchmark is completed in a manner above and beyond expectations and evidence is included in the report.	Benchmark is completed and evidence is included in the report.	Benchmark is incomplete or not evident in the report.
<b>Intervention Data Points Are Collected Over Time</b>	Benchmark is completed in a manner above and beyond expectations and evidence is included in the report.	Benchmark is completed and evidence is included in the report.	Benchmark is incomplete or not evident in the report.
<b>Baseline, Goal, Aimline, and Intervention are Adequately Reflected in Graphical Format</b>	Benchmark is completed in a manner above and beyond expectations and evidence is included in the report.	Benchmark is completed and evidence is included in the report.	Benchmark is incomplete or not evident in the report.
<b>If Unsuccessful, Report Contains Clear Explanation Addressing Specific Hypotheses and Why Intervention May Have Failed; Recommendations for Intervention Adjustment</b>	Benchmark is completed in a manner above and beyond expectations and evidence is included in the report.	Benchmark is completed and evidence is included in the report.	Benchmark is incomplete or not evident in the report.

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Confidentiality of Students is Protected</b>	Benchmark is completed in a manner above and beyond expectations and evidence is included in the report.	Benchmark is completed and evidence is included in the report.	Benchmark is incomplete or not evident in the report.
<b>Completed at Practicum or Internship Site</b>	Benchmark is completed in a manner above and beyond expectations and evidence is included in the report.	Benchmark is completed and evidence is included in the report.	Benchmark is incomplete or not evident in the report.
<b>Complete Report</b>	All benchmarks are complete and evidence of each is included in the report. Integration of assessment findings and intervention is of publishable quality. Written report clearly demonstrates outstanding skill in communicating the components of the intervention and describing the outcome.	All benchmarks are completed and evidence of each is included in the report.	One or more benchmark is incomplete or not evident in the report.
<b>Standard 2 Total Assessment NASP 2</b>	Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).	All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.	Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.
<b>Final Score</b>	Target	Acceptable	Unacceptable

### EdS Portfolio Standard 3

#### LEARNING AND INSTRUCTION

##### Traditional Case Study Evaluation Using a Best Practice Model

All of the following components must be included in written report:

- Standardized test
- Report standard scores (including confidence levels and explanation of the statistical meaning for all the scores) either within the body of the report or as an appendices
- Follow a consistent format
- Content and format reflect current professional and ethical standards
- Confidentiality of student is protected
- Report is easy for parents and teachers to understand
- Report reflects the complete profile of the child including but not limited to prior assessments, family and health history if appropriate, classroom observation, teacher reports
- Directly links tests results to classroom interventions and strategies
- Adequate discussion of results
- Completed at internship site

Scoring Rubric for Standard 3:

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Content</b>	Results of standardized assessments are clearly reported and integrated to present a cohesive picture of functioning. Results are linked to classroom assessments and strategies that can easily be implemented in the classroom.	All criteria listed above are completed adequately and evidence of each is included in the report.	Results of standardized assessments are not clearly reported. Scores are reported as numbers and/or no explanation is given. Limited or no link between assessment and classroom interventions. Complete profile of student functioning is not presented. Violations of student confidentiality are present in the report.
<b>Format</b>	Report serves as a good education resource for parents and teacher in understanding the functioning of the client.	The written report meets all criteria listed above.	Format of report is inconsistent throughout and inhibits the communication. Report cannot be easily understood by parents and teachers. Errors in current professional and ethical standards are noted.

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Location</b>	Assessment and report are completed at internship site.	Assessment and report are completed at internship site.	Assessment and report are completed at non-internship site.
<b>Standard 3 Total Assessment NASP 3</b>	Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).	All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.	Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.
<b>Final Score</b>	Target	Acceptable	Unacceptable

**EdS Portfolio Standard 4****SOCIALIZATION AND DEVELOPMENT OF LIFE SKILLS**


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 Write-up of counseling Group or Individual Case or Social Skills Group

- Reason for referral
- Review of records including academic background and current educational and behavioral functioning
- A treatment or intervention plan
- A log which summarizes meetings with client or group and documents behavior or response change
- Reflective log which chronicles personal response
- A sign-off sheet from supervisor

Scoring Rubric for Standard 4:

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Candidates demonstrate skills that will enable them to work effectively with diverse clients.</b>	<p>Candidate includes an in depth written summary of activities, all sessions and final report.</p> <p>Candidate compares and contrasts the population of the group based on observation of students and identifying specific practice skills, role of the school psychologist, and other relevant issues across multiple contexts (classroom, family, school climate, etc.) necessary to effect change in the students observed and reason for referral to group. This would include outcomes and goals for each student appropriate to increasing socialization and development of life skills</p>	<p>Candidate includes a written summary of activities, all sessions and final report. Candidate compares and contrasts the population of the group based on observation of students and identifying specific practice skills, role of the school psychologist, and other relevant issues across multiple contexts (classroom, family, school climate, etc.) necessary to effect change in the students observed and reason for referral to group.</p>	<p>Candidate compares and contrasts population observed with students at current practicum site without reference to specific practice skills, role of the school psychologist, and other relevant issues to effect change in the students observed or change of social and life skills behavior in students</p>
<b>Candidates complete all required</b>	Candidate submits a complete log of how their time was spent in group,	Candidate submits a complete log of how their time was spent, signature	Candidate fails to submit any of the four required components (log,

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>components of the assessment.</b>	a copy of observation notes, and an exceptionally well-written report of observations and reflections about the weekly group and overall group experience.	of school psychologist a copy of observation notes, and a complete report of observations and reflections from the site visit.	signature, notes, written report), or one or more submitted components is of unacceptable quality.
<b>Standard 4 Total Assessment NASP 4</b>	Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).	All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.	Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.
<b>Final Score</b>	Target	Acceptable	Unacceptable

## EdS Portfolio Standard 5

### STUDENT DIVERSITY

#### Paper on Justice and Diversity

- A thoughtful analysis of issues related to social justice, diversity and ones own professional development
- Minimum of 2 pages in length

#### Paper on Self as an Ethical Person

- A thoughtful analysis of issues related to ethics and one's own development
- Minimum of 2 pages in length

#### Scoring Rubric for Standard 5:

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Paper 1: Addressing Social Justice and Cultural Diversity</b>	Essay is extremely well-connected to the topics of social justice and cultural diversity.	Essay is mostly well-connected to the topics of social justice and cultural diversity.	Essay is poorly connected to the topics of social justice and cultural diversity.
<b>Paper 1: Addressing Personal Professional Development</b>	Essay describes personal professional development in a very clear manner.	Essay describes personal professional development in a very clear manner. Essay describes personal professional development in a somewhat clear manner.	Essay describes personal professional development in an unclear manner.
<b>Paper 1: Quality of Analysis</b>	Essay reflects a very thoughtful analysis.	Essay reflects a somewhat thoughtful analysis.	Essay reflects a poorly thought through analysis.
<b>Paper 2: Addressing Ethical Issues</b>	Essay is extremely well-connected to ethics.	Essay is somewhat well connected to ethics.	Essay is not connected to ethics.
<b>Paper 2: Addressing Personal and Professional Development</b>	Essay describes writer's own development in a very clear manner.	Essay describes writer's own development is a somewhat clear manner.	Essay describes writer's own development in an unclear manner.
<b>Paper 2: Quality of Analysis</b>	Essay reflects a very thoughtful analysis.	Essay reflects a somewhat thoughtful analysis.	Essay reflects a poorly thought through analysis.
<b>Standard 5 Total Assessment NASP 5</b>	Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).	All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.	Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.
<b>Final Score</b>	Target	Acceptable	Unacceptable

## EdS Portfolio Standard 6

### SYSTEMS

#### Multi-media Presentation

- An overview sheet is provided, explaining the purpose of the presentation the intended audience and the relationship to NASP standards
- Presentation is completed individually
- Presentation is targeted for an audience of parents, community members or nonprofessional school staff
- Appropriate choice of topic for target audience
- Knowledge of subject matter is demonstrated
- Presentation presents an integrative view of current issues
- Presentation is clear and well organized
- Appropriate hand-outs are included
- Presentation is in a language understood by target audience
- Presentation length is appropriate for subject and audience
- Presentation is provided in digital and paper format

#### Scoring Rubric for Standard 6:

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Knowledge of general education, special education, and other educational and related services.</b>	Demonstrates proficiency in this domain area with clearly stated objectives and information.	Demonstrates acceptable performance in this domain area with less clearly defined objectives and information.	Demonstrates unacceptable performance in this domain area with unclear objectives and information.
<b>Understanding of schools and other settings as systems.</b>	Demonstrates proficiency in this domain area with clear examples and information.	Demonstrates acceptable performance in this domain area with less clarity in examples and information.	Demonstrates unacceptable performance in this domain area with unclear examples and information.
<b>Work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.</b>	Demonstrates proficiency in this domain area with clear information, examples, and products.	Demonstrates acceptable performance in this domain area with less clarity in information, examples and products.	Demonstrates unacceptable performance in this domain area with unclear information, examples and products.
<b>Standard 6 Total Assessment NASP 6</b>	Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).	All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.	Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.
<b>Final Score</b>	Target	Acceptable	Unacceptable

## EdS Portfolio Standard 7

### PREVENTION AND CRISIS INTERVENTION

#### Life Space Crisis Intervention

Select ONE of the following:

- An audiotape and transcription of a real Life Space Crisis Intervention with a child that is at least 30 minutes in length and goes through 3-5 steps of the procedure including the central issue and new skills
- Permission from the parent/guardian to audiotape the child

OR

- A video-tape and transcript of a role play that encompasses a realistic school-based problem suitable for LSCI. The role play should include all steps of the LSCI procedure. If stage 1 is not evident in the role-play, an explanation is included:
  - Stage 1: Drain Off
  - Stage 2: Timeline
  - Stage 3: Central Issue
  - Stage 4: Insight
  - Stage 5: New Skills-Transfer of Learning
  - Stage 6: Reintegrate into classroom or activity

Either option must include:

- Correct identification of the central issue
- Transcript analyzed in a self-reflective manner
- The candidate must have clearly followed the order of the stages while performing LSCI
- Language of the candidate displays beginning clinical understanding of the child's emotional state
- Video is VHS compatible and cued to the proper start
- Intervention from class may be used if all components are present and a score of 265 or greater is recorded. If these criteria are met no video is necessary.

Scoring Rubric for Standard 7:

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Tape/transcript is complete; role-player is appropriate</b>	Tape runs continuously; transcript is very accurate and captures non-verbal communication; role player is not a classmate.	Tape runs continuously; transcript is reasonably accurate; role player is not a classmate.	Tape does not run continuously; transcript is inaccurate; or used a classmate for the role-play
<b>Realistic scenario that is suitable for a Life Space Crisis Intervention</b>	All aspects of the problem are described and analyzed in a very clear and comprehensive way, including considerations of diversity/ social justice.	Scenario is realistic and suitable for LSCI. Participants' behavior is appropriate for their roles.	Scenario is very implausible /could not occur in a school, or the student is portrayed in such an extremely developmentally unrealistic

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
	Scenario is realistic and suitable for LSCI. Participants' behavior is appropriate for their roles.		way so as to vitiate the intent of the LSCI.
<b>Microskills</b>	Counseling microskills of posture, eye contact, listening, and nonverbal communication present and well-developed.	Counseling microskills of posture, eye contact, listening, and nonverbal communication present and appropriate.	Counseling microskills of posture, eye contact, listening, and nonverbal communication absent or inappropriate
<b>LSCI Steps 1-6 present</b>	Steps 1-6 are present, clearly delineated, and transition smoothly from one to the next	Steps 1-6 are present and clearly delineated.	Steps 1-6 are incomplete or incorrect.
<b>LSCI Step 1— Drain-off</b>	Step 1 is appropriately paced, allows the student to vent feeling, Levels 3 and 4 of Reflection is evident. Excellent questioning techniques observable effectively helping the student de-escalate.	Step 1 is appropriately paced, allows the student to vent feelings, Levels 1 and 2 of Reflection is evident. Mostly open questions are used and the student de-escalates	Step 1 is hurried, questioning is premature or accusatory. No reflection of feelings. Frequent closed-ended and yes-no questions; the student does not de-escalate.
<b>LSCI Step 2— Timeline</b>	Obtains a complete Timeline from the student's perspective. Obtains information mainly indirectly through Level 3 and 4 empathic statements. Verbally expresses Additive Empathy to the student facilitating more in-depth communication	Obtains a complete Timeline from the student's perspective. Obtains information mainly indirectly through Level 1 and 2 empathic statements. Student is willing to communicate	Does not obtain a complete Timeline from the student's perspective. Reveals a judgmental stance. Asks critical questions eliciting defensiveness from the student. Student "shuts down" and refuses to communicate. Asks repetitive questions that "loop back" but yield no information.
<b>LSCI Step 3— Central Issue</b>	Concisely states the correct Central Issue in a way that leads the student to insight. Can describe the nuances of all six Reclaiming Interventions and their uses. Selects the correct Reclaiming Intervention or combines two Interventions correctly.	Concisely states the correct Central Issue and selects the correct Reclaiming Intervention. Can name all six Reclaiming Interventions and their uses.	Does not concisely state the correct Central Issue. Does not select the correct Reclaiming Intervention of the six available. Cannot name all six Reclaiming Interventions and their uses
<b>LSCI Step 4— Insight</b>	Collaborates with the student to develop an immediately applicable solution that will be helpful to resolving the presenting crisis behavior and helps the student understand	Assists the student in developing an immediately applicable solution that will be helpful to resolving the presenting crisis	Dictates the solution to the student. Punishes the student or demeans the student by asking, "Why?" the student engaged in inappropriate behavior

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
	how to avoid the problem in the future	behavior	
<b>LSCI Step 5— New Skills</b>	Teaches the student ways to implement the chosen solution. Through role playing, helps the student consider possible problems that may be encountered trying a new behavior. Enhances the student's self-concept by converting the preceding crisis into a "teachable moment."	Teaches the student ways to implement the chosen solution. Role plays new behaviors. Expresses appropriate confidence in the student's ability to change.	Assumes that telling the student how to behave will change behavior. Does not role play the solution. Does not support the student's capacity to change.
<b>LSCI Step 6— Transfer of Learning</b>	Asks the student questions that will prepare for re-entry. Helps the student consider the perspective of the teacher or other staff. Consults with the student regarding returning to class accompanied or not and preferences for informing staff of relevant facts. Arranges for follow-up with the student. Follows up with staff collaboratively.	Asks the student questions that will prepare for re-entry. Consults with the student regarding returning to class accompanied or not and preferences for informing staff of relevant facts. Arranges for follow-up with the student.	Does not prepare the student for re-entry into the classroom. Ignores student preferences for re-entry.
<b>Sensitivity to Cultural Difference to Enhance Social Justice</b>	Considers the student's cultural context when communicating and assesses the Intervention's consonance with the student's cultural background. Understands that all interventions must be individualized considering the student's cultural background.	Considers the student's cultural context when communicating and assesses the Intervention's consonance with the student's cultural background	Assumes LSCI works in the same way for all students regardless of cultural context
<b>Standard 7 total assessment NASP 7</b>	Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).	All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.	Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.
<b>Final Score</b>	Target	Acceptable	Unacceptable

**EdS Portfolio Standard 8****HOME, SCHOOL AND COMMUNITY**

## Parent Resource Directory:

Community, medical and educational information on a topic of your choice which includes:

- A brief overview of an exceptionality of your choice such as Down Syndrome, autism, ADHD, cerebral palsy or a topic important to parents such as RTI or a guide to IEP meetings etc. These are examples only. You may choose a topic that would be helpful to your work.
- A resource guide for parents or community which includes services available for children which might include educational, medical and community opportunities.

## Scoring Rubric for Standard 8:

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Description of Exceptionality</b>	Overview of exceptionality is extremely clear and well-written.	Overview of exceptionality is somewhat clear and/or well-written.	Overview of exceptionality is very unclear and/or poorly written.
<b>Quality of Resources/ Information Provided</b>	Resource guide is very comprehensive, reader-friendly, and professionally presented.	Resource guide is somewhat comprehensive, reader-friendly, and/or professionally presented.	Resource guide is not at all comprehensive, reader-friendly, and/or professionally presented.
<b>Standard 8 Total Assessment NASP 8</b>	Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).	All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.	Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.
<b>Final Score</b>	Target	Acceptable	Unacceptable

## EdS Portfolio Standard 9

### RESEARCH PROGRAM AND EVALUATION

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#### Annotated Bibliography

- Six articles, books or book chapters to address each of the 11 NASP Standards
- Adequately indicates which NASP Standard(s) each article addresses
- Appropriate journals and/or scholarly resources which covers the breadth and depth of each topic. (i.e. under Standard 7 please include articles regarding mental health services and the school psychologist.
- APA format
- Good originally-written summaries that are clear and concise
- Adequately represents school psychology's body of literature
- Indicates independent development of the annotated bibliography
- Includes and adds to bibliography submitted for M.Ed.(maximum of three articles per standard from M.Ed. portfolio) and indicates new additions

\*\*Do not use resources (such as Best Practices) multiple times this assignment is to familiarize you with peer review journals and the depth of the field.\*\*

#### PAPER 1: Integrative Paper (why knowledge of standards is important to the practice of school psychology)

- Knowledge of subject matter is demonstrated
- Paper presents an integrative view of current research within school psychology
- Critical thinking skills are applied
- Ideas are supported with appropriate references that include some of those listed in annotated bibliography
- Minimum 5 page typed double spaced pages (excluding references)
- Paper from class is acceptable

#### PAPER 2: Article Review-Critique

- A comprehensive, thoughtful, in depth, substantive review of an article
- Critical analysis of the major conclusions
- Clearly identifies other references used in the critical analysis of the article
- Clearly written summary
- Sufficient narrative regarding the relevance of article
- Appropriate description of the limitations of the study
- Clearly states purpose or implications related to the field
- No more than 10 pages
- Article chosen is relevant to and identified to one or more NASP standards
- Includes a copy of article

## Scoring Rubric for Standard 9:

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Annotated Bibliography</b>	All 66 articles are on point and reflective of the current state of the field.	The articles meet each of the criteria of the rubric and demonstrates basic understanding of the state of the research in the field.	The articles chosen are inappropriate to the standard, have not been accepted by a peer reviewed journal and the student has not chosen a wide breath of journals to cite.
<b>Reflection</b>	The paper moves beyond simple relationships and demonstrates complex understanding of the data and information and is able to relate it to the 11 NASP standards.	The paper meets each of the criteria of the rubric and demonstrates basic understanding of the state of the research in the field.	The paper does not integrate the bibliographic citations and relate them to the current state of the field.
<b>Standard 9 Total Assessment NASP 9</b>	Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).	All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.	Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.
<b>Final Score</b>	Target	Acceptable	Unacceptable

**EdS Portfolio Standard 10****PRACTICE**

The Loyola School Psychology program has provided multiple opportunities to explore various models of service delivery and public policy applicable to the practice of school psychology. Using papers and class assignments in a variety of settings you will be able to demonstrate your current knowledge of these areas: ethics, service to children and professional and legal standards.

Please make certain that the papers you include address the applicable points designated in the rubric.

Scoring Rubric for Standard 10:

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Knowledge of Law Paper (CIEP 410)</b>	Student knows applicable statute, regulations and case law for IDEIA, Section 504 and the ADA and applies standards effectively.	Student knows and applies the basic legal requirements for serving children under IDEIA, Section 504 and the ADA.	Student does not know the basic legal requirements for serving children under IDEIA, Section 504 and the ADA and substitutes own judgment or school district "policy" as a substitute for legal knowledge.
<b>Culture, Race, Ethnicity and the Law Paper (CIEP 410)</b>	Student knows that belonging to the dominant race and middle class and above status confer benefits in securing FAPE for students with disabilities.	Student assumes that IDEIA operates the same regardless of children's culture, race, ethnicity, or social class.	Student fails to acknowledge the role culture, race, ethnicity and social class play in obtaining FAPE for students with disabilities.
<b>Ethical Standards Paper (Ed.S. Portfolio)</b>	Clearly demonstrated understanding of the nuances of ethical dilemmas that arise for school psychologists. Keeps the best interest of the child as the central focus. Knows that ethical dilemmas are not as black and white as they might seem initially.	Ethical dilemmas are seen as problems that have a formulaic solution. Focus on "right answers" that protect the professional and the school district.	Lack of understanding of ethical requirements of the profession.
<b>Professional Standards: Interview of a School Psychologist (CIEP 462; Practicum)</b>	Insightful interview covering role description, ethical dilemmas that arise, and the impact of change on the profession. Shows an awareness of diversity in schools.	Interview covers job description, routine tasks, and awareness of changing roles of the school psychologist.	Inaccurate job description, misconceptions about the role of the school psychologist. Limited or unrealistic view of the role of the school psychologist.
<b>Standard 10 Total Assessment</b>	Student must receive no more than one section rated as	All sections must be rated as Acceptable or	Any Unacceptable section ratings will result in a rating

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>NASP 10</b>	Acceptable (with all others rated at the Target level).	Target. No section receives a rating of Unacceptable.	of Unacceptable for the Standard.
<b>Final Score</b>	Target	Acceptable	Unacceptable

**EdS Portfolio Standard 11****TECHNOLOGY**

## Scoring Rubric for Standard 11:

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 1<sup>st</sup>. A brief write-up is also required outlining the presentation.

	Target	Acceptable	Unacceptable
Grammatical Errors	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
Ppt 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
Teaching a Web-Based Skill	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
Technology 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
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Comments:

### ADDITIONAL ITEMS

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The following items are also required for the Ed.S. Portfolio:

- Resume
  - Consistent Format
  - No spelling errors
  - Minimum 1 page in length
  - Headings separated into subjects
  - Well-organized
  - Professional experiences included
  - References
  - Personal contact information
- Official Transcript
- Documentation of NCSP Praxis exam taken
- Internship Logs (to be turned in when 1200 hours of internship are completed)
  - Entire Excel Spreadsheets are burned onto a CD and turned in to University Supervisor
  - Reflective journals are burned onto a CD and turned in to University Supervisor
  - A copy of daily calendar will be turned in at end of internship
  - A copy of signed supervisor contacts and topics covered is included at end of internship
  - Ethical confidentiality standard is met

Scoring Rubric for Additional Items:

<b>Resume Final Score</b>	Target	Acceptable	Unacceptable
<b>Official Transcript Final Score</b>	Target	Acceptable	Unacceptable
<b>Documentation of Praxis – Final Score</b>	Target	Acceptable	Unacceptable
<b>Internship Log Final Score</b>	Target	Acceptable	Unacceptable