

Graduate Portfolio Information Handbook

MASTER OF SCIENCE
IN
SCHOOL PSYCHOLOGY

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Southwestern Oklahoma State University

Graduate Portfolios

Candidates completing degree or certification requirements after September 1, 1999 must have a graduate portfolio.

Advanced Programs
in the Dept. of Psychology
which require a portfolio are:

School Counseling
School Psychology
School Psychometry



Portfolios will be submitted and evaluated twice during the program, once as a prerequisite to admission and once upon program completion.

Entry Level Portfolio

- ✓ Application for Admission
- ✓ Resume
- ✓ Plan of Study
- ✓ Transcripts
- ✓ GRE Results
- ✓ Professional References (2)
- ✓ Record of Competence and Effectiveness in Professional Work
- ✓ Suggest Artifacts
 - Teacher Evaluations
 - Professional Recognition/Awards

PHILOSOPHY

The major objectives of the Master of Science Program in School Psychology at Southwestern Oklahoma State University are to prepare professional Psychologists who continually demonstrate the multiple principles of professional school psychology. The preparation of professional Portfolios encourages future members of this profession to organize, reflect, and evaluate their respective learning, academic progress and interaction abilities.

THE SCHOOL PSYCHOLOGY CONCEPTUAL FRAMEWORK

The Conceptual Framework provides direction, implementation sequences and categories of emphasis to the School Psychology Portfolio. The interrelationships among the conceptual framework and the seven guidelines for State Certification Examination Eligibility are evident throughout the School Psychology program. Documentation of these multiple areas of evidential information is illustrated by a demonstration of the understanding required to integrate into practice the principles of professional school psychology, demonstration of knowledge bases in a comprehensive range of assessment, diagnosis, evaluation and intervention techniques. Also a demonstration of skills required in prevention, consultation and counseling, demonstration of effective methods of communication and collaboration and the demonstration of understanding and the ability to integrate into practice both educational and psychological foundations are recorded.

Portfolio Policies and Procedures School Psychology

1. Candidates completing degree and/or certification requirements for advanced programs after September 1, 1999 must submit a professional portfolio.
2. Portfolios of the Advanced Program candidates shall be submitted and evaluated twice during the program, once as a prerequisite to admission and once upon program completion.
 - ✓ To be admitted into the advanced programs above, the student will submit an **entry professional portfolio** (see attached portfolio requirements.)
 - A committee consisting of the candidate's advisor and the Chair of the Department of Psychology will evaluate the entry portfolio.
 - The committee will determine if the portfolio 1) meets the criteria, 2) meets the criteria with weaknesses or 3) does not meet the criteria.
 - If the portfolio is judged to have *met the criteria with weaknesses*, the candidate shall be responsible for addressing the weaknesses before the next submission. If the portfolio is judged to *not meet the criteria*, the candidate shall be required to address the weaknesses and resubmit prior to admission into the degree program.
 - ✓ Program completion requirements include the submission of **culminating professional portfolio** (see attached portfolio requirements.)
 - A committee consisting of the candidate's advisor and the Chair of the Department of Psychology will evaluate the culminating portfolio.
 - The committee will determine if the portfolio 1) meets the criteria, 2) meets the criteria with weaknesses or 3) does not meet the criteria.
 - If the portfolio is judged to have *met the criteria with weaknesses*, the candidate shall be responsible for addressing the weaknesses to the satisfaction of the candidate's advisor. If the portfolio is judged to *not meet the criteria*, the candidate shall be required to address the weaknesses and resubmit prior to completion of the degree program.
3. The portfolio will be submitted in a three-ring binder and will include (in addition to the specific content requirements) the following:
 - A table of contents
 - Tabs for locating each section of the contents
 - A cover page noting the candidate's name, degree and/or certification program, date of submission, and name of the candidate's advisor.

What is the purpose of the Graduate Portfolio?

- ❖ The graduate portfolio demonstrates the talents, skills and experiences of each candidate. It provides evidence of progress toward:
 - personal goals
 - program goals and Oklahoma Standards.
- ❖ The portfolio also serves as a tool for evaluation of the program offered at Southwestern Oklahoma State University.
- ❖ The portfolio should be a useful tool that provides prospective employers with evidence of the candidate's professional growth. Work on portfolios will assist candidates in developing skills they will use throughout their career as they continue to document their professional development.
- ❖ The portfolio is defined as a documented profile of an individual's accomplishments, learning and strengths related to the competencies, standards and outcomes established by the Oklahoma Commission for Teacher Preparation (OCTP), State Regents and College of Education at Southwestern Oklahoma State University (SWOSU.)
- ❖ The portfolio is required by the OCTP and, for purposes related to institutional accreditation, is a unit of measure which presents evidence that the institution is providing initial, on-going and focused opportunities and avenues which lead to student achievement of competencies, standards and outcomes determined by the Commission, Regents and SWOSU.

**ALL STUDENTS SHOULD WORK WITH THEIR MAJOR
ADVISOR TO LEARN THE REQUIRED ITEMS OF EVIDENCE
FOR THAT MAJOR.**

**Southwestern Oklahoma State University
Department of Psychology**

Portfolio Guidelines

1. Portfolios will be kept in three-ring binders with dividers indicating all requirements and competencies.
2. The maintenance, storage and submission of the portfolio are the responsibility of the teacher candidate.
3. Portfolios will contain a detailed Table of Contents. The Table of Contents should have a copy of all competencies written in full and should provide easy access to the standard without having to search.
4. Artifacts placed in the portfolio will show evidence that the graduate candidate has met the specific requirements based on standards from learned socialites.
5. A single artifact may be used as evidence for more than one competency or requirement.
6. All artifacts must be labeled and easily located preferably behind the competency identified.
7. A reflection and rationale statement must be written to accompany each artifact.
8. Teacher candidates will choose artifacts from requirements in their courses and/or internship/practicum experiences. Additional items may be added at the discretion of the graduate candidate.
9. Artifacts will be the original work of the graduate candidate.
10. A copy of all scoring rubrics will be kept in the front of each portfolio.
11. Artifacts should include instructor and peer critiques whenever possible.
12. Any instructor may call for, examine or conduct peer reviews for portfolios at any time and in any class.

What format is required for the Teacher Candidate Portfolio?

Each portfolio must:

- ✓ Contain the required sections
- ✓ Include a Table of Contents
- ✓ Include tabs for locating each section of the contents
- ✓ Include a cover page noting the candidate's name, degree and/or certification program, date of submission and name of candidate's advisor.
- ✓ Include a "Reflection Form" for each competency
- ✓ Be reviewed once prior to admittance by a committee consisting of the candidate's advisor and the Chair of the Department of Psychology.
- ✓ Be reviewed once at the conclusion of the program by a committee consisting of the candidate's advisor and the Chair of the Department of Psychology.

During the internship or practicum experience, the candidate may replace individual items with other if they think new ones are a better representation of their work.

REFLECTION FORM

Artifact for Standard #: (Write the standard or requirement in full)

Name of Artifact:

Date: (Date the artifact was completed)

Reflective Statement: May include:

1. Why you included this artifact for this particular standard or requirement.
2. What you learned during the time you completed the artifact.
3. How this artifact shows mastery of this competency specifically for this standard or requirement.
4. To the reader that you know what you are capable of doing in terms of meeting the standard or requirement.
5. What the artifact shows about your growing competence as a counselor or psychometrist.

A REFLECTION FORM IS REQUIRED FOR EACH COMPETENCY!



Plan of Study*

Master of Science Degree

Name of Specialization SCHOOL PSYCHOLOGY

Name _____ SSN _____

Course Number	Course Name	Hours	Sem	Year	If Transfer Indicate Grade
5893	Ethical, Legal/Professional Standards	3			
5593	Advanced Tests & Measurements	3			
5513	Introduction to Counseling & Guidance	3			
5723	Advanced Psychology of Learning	3			
5743	Life Span Development	3			
5413	Personality Theories and Research	3			
5013	Seminar in Abnormal Psychology	3			
5133	Crisis Intervention Techniques	3			
5223	Techniques in Psychotherapy	3			
5613	Stanford Binet/Woodcock Johnson	3			
5713	Wechsler Intelligence Scales	3			
5000	Graduate Capstone Experience	0			
	TOTAL	33			

Proposed graduation date _____

Signatures

Student _____

Date _____

Advisor _____

Date _____

*Students must meet with advisor in order to complete this form.

A degree is not the same as certification!

**Any of the three courses are applicable to the Master of Science degree. The

remaining two courses are required in the sixty(60) hour State Certification Sequence.

PLAN SUBJECT TO CHANGE BASED ON COURSE AVAILABILITY AND CHANGES IN PROGRAM

REQUIREMENTS MADE BY OKLAHOMA REGENTS FOR HIGHER EDUCATION

Portfolio Scoring Rubric

Name: _____ SSN#: _____ Date: _____

Submission Level One (Admission)				
Requirement	5 Met	3 Met with weakness	1 Not Met	Comments
Section A Application for Admission				
Resume				
Section B Plan of Study				
Section C Assessment of Academic Proficiency				
Transcripts				
GRE Results (if applicable)				
SWOSU Graduate Admission Formula Calculation				
Section D Professional References				
Section E Competencies and Effectiveness in Professional Work				
OVERALL EVALUATION				

Additional Comments: _____

SIGNATURES

Advisor _____ Date _____

Chair, Department of Psychology _____ Date _____

Dean _____ Date _____

Submission Level Two (Program Completion)				
Requirement	5	3	1	Comments
Section F				
Principles of School Psychology				
F1 Ethical conduct and legal issues				
F2 Confidentiality				
F3 Role and function of the school psychologist				
F4 Service delivery methods				
F5 Professional issues/standards				
F6 History and foundations				
F7 Continuing professional growth/development				
Assessment, Diagnosis and Evaluation				
F8 For children with disabilities who may require special education, early childhood intervention services or other exceptional needs				
F9 Assessment for interventions				
F10 Collection of assessment data for infants through school-age children, including the selection, administration, accurate scoring, reporting and interpretation of instruments and procedures appropriate to the areas of concern				
F11 The adequacy, appropriate uses and limitations of assessment and evaluation instruments and procedures to be used by the school psychologist				
F12 Nondiscriminatory assessment strategies for culturally and linguistically diverse children				
Intervention and Consultation				
F13 Behavior and social skills				
F14 Cognitive/intellectual				
F15 Child development				
F16 Academic learning/instructional				
F17 Mental health needs				
F18 Crisis prevention /intervention				

Collaboration and Problem Solving				
F19 Consultation for interventions and problem-solving				
F20 Recommendations and decision-making concerning educational and mental health needs of children.				
F21 Working with families, children, professional and other service systems				
Statistics and Research Methods				
F22 Knowledge and application of statistics, research methodologies/designs, measurement and program evaluation				
Psychological Foundations				
F23 Biological bases of behavior (development, neuropsychology, physiological and other biological influences on behavior)				
F24 Social bases of behavior (social psychology and development)				
F25 Cultural diversity and cultural bases of behavior				
F26 Child and adolescent development				
F27 Human exceptionalities and individual differences				
F28 Human learning				
Educational Foundations				
F29 Education of the exceptional learner				
F30 Instructional and remediation techniques/intervention methods				
F31 Organization and operation of the school				
F32 The educational and alternative service delivery systems				
Section G Demonstrate involvement in state, regional or national profession organizations				
Section H Demonstrate exposure to and interaction with students from different communities				
Section I Receive feedback on their internship, practicum or observation experiences from a variety of sources				
OVERALL EVALUATION				

Additional Comments: _____

SIGNATURES

Advisor _____ Date _____

Chair, Department of Psychology _____ Date _____

Dean _____ Date _____