

Graduate Portfolio Information Packet

SCHOOL PSYCHOMETRY

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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 Psychometry
School Psychology



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

In public and university classrooms, the value of portfolios for students and teachers is widely acknowledged. Portfolios effectively involve students and teachers in their own learning and help them be more reflective. Potential and practicing counselors and psychometrists can also benefit from the development of a portfolio. The portfolio can be used for documentation of professional growth, evaluation and career development.

At Southwestern Oklahoma State University, the portfolio will also be used as a tool for evaluation of programs offered. Each advanced program at Southwestern prepares candidates who will make critical decisions about students in schools of the future. Candidates who can create and sustain learning communities will be needed. In order to do this, professionals must see themselves as continuous learners who constantly reflect on their own growth. The portfolio will allow professionals to refine their skills and increase their effectiveness.

Portfolio Policies and Procedures School Counseling and School Psychometry

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!

This will be the Psychometry Plan of Study. Unfortunately, the Plan of Study is developed in Excel so it will just be inserted later at the time of printing.

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 _____

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Submission Level Two (Program Completion)				
Requirement	5	3	1	Comments
Section F Subject matter Competency				
F1 Philosophical, Historical and Legal Foundations of Special Education				
F2 Laws, regulations and policies/procedures related to Special Education				
F3 Ethical Conduct and legal issues of the profession				
F4 Role and function of the Psychometrist/educational diagnostician				
F5 Confidentiality				
F6 Professional issues/standards				
F7 Training standards for particular Instruments and procedures				
F8 Continuing professional growth and development				
F9 Assessment, diagnosis, evaluation and eligibility determination within the multidisciplinary team process for children				
F10 Collection of assessment data for infants through school-age children				
F11 Adequacy, appropriate use and limitations of assessment and evaluation instruments				
F12 Nondiscriminatory assessment strategies for culturally and linguistically diverse children				
F13 Consultation for instructional interventions and problem-solving				
F14 Educational recommendation and decision-making				
F15 Cultural Diversity				
F16 Child and adolescent development				

F17 Human Exceptionalities				
F18 Learning/education psychology				
F19 Education of the exceptional learner				
F20 Instructional and remedial techniques				
F21 The educational service delivery				
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 _____