



CHAPMAN UNIVERSITY
COLLEGE OF EDUCATIONAL STUDIES
Developing Educators as Leaders Since 1861

Professional Portfolio Presentation and Exit Interview
School Psychology

Student: _____

Evaluators: _____

Date: _____

First presentation: _____ **Second presentation:** _____

Quality of visual design and presentation (please Circle Rating)

- 3 The portfolio is attractive and easy to read. Fonts, point size, bullets, italics, bold and indentations for headings and sub-headings enhance the presentation. Dividers and table of contents make artifacts and other materials are easy to locate.
- 2 The portfolio is neat and artifacts are easy to locate.
- 1 The portfolio needs further organization. Materials are difficult to locate or not clearly marked.

Overall Quality of Portfolio (please Circle rating)

- 3 Artifacts and work samples are clearly and directly related to specific NASP domains and program “big ideas.” The portfolio matrix is easy to read and guides the reader to the connections between domains and artifacts. As a whole, this portfolio provides evidence that this student is ready to enter the field with an advanced depth of knowledge
- 2 Artifacts and work samples are adequately related to specific NASP domains and program “big ideas.” The portfolio matrix is complete. As a whole, this portfolio provides evidence that this student is ready to enter the field with adequate knowledge
- 1 Artifacts do not connect to all domains, the portfolio matrix is incomplete, and/or artifacts do not show adequate knowledge or readiness to enter the field

The Following Rubrics will be utilized to evaluate the portfolio and exit interview across each of the NASP Domains. For each NASP domain (see grid on the next page), please provide a rating of 1-3 in the categories of oral response, integrative essay, and quality of artifacts.

Quality of oral response

- 3 Oral responses to questions show poise and an advanced depth of knowledge for someone entering the field.
- 2 Oral responses to questions show adequate depth of knowledge for someone entering the field.
- 1 Oral responses to questions lack depth and do not demonstrate adequate knowledge.

Quality of integrative essay

- 3 The integrative essay addresses this domain and clearly identifies and describes achievement of and goals for continued learning. All reflections represent accurate interpretations of domains and illustrate the ability to effectively critique work.
- 2 The integrative essay addresses this domain and identifies areas of growth and goals for continued learning. Reflections represent adequate interpretations of the domains and show adequate ability to critique work. Spelling and grammar errors are minor.
- 1 The integrative essay does not address or does not fully address this domain, or provides only limited information about areas of growth and goals for continued learning in this area. Reflections show limited ability to critique work. Errors in conventions make paper difficult to read.

Quality of artifacts

- 3 Artifacts and work samples are clearly and directly related to this NASP domain and program “big ideas.” Artifacts are of a quality and level of sophistication expected for an advanced entry-level school psychologist.
- 2 Artifacts and work samples are adequately related to this NASP domain and program “big ideas.” The portfolio matrix is complete. Artifacts are of a quality and level of sophistication expected for an adequate entry-level school psychologist
- 1 Artifacts do not connect to this domain, or of insufficient quality for an entry-level school psychologist.

Domain	Oral Response Rating	Essay Response Rating	Artifact Rating	Average Rating	Comments
Data based decision making					
Consultation and collaboration					
Interventions and Instructional Support to Develop Academic Skills					
Interventions and Mental Health Services to Develop Social and Life Skills					
School-wide practice to support learning					
Preventive and responsive practices					

Family-school collaboration services					
Diversity in development and learning					
Research and program evaluation					
Legal, ethical and professional practice					

Ratings for Program Big Ideas

- 3 Artifacts, work samples, and oral responses are of a quality and level of sophistication expected for an advanced entry-level school psychologist for this big idea.
- 2 Artifacts, work samples, and oral responses are of a quality and level of sophistication expected for an adequate entry-level school psychologist for this big idea.
- 1 Artifacts, work samples, and oral responses are of insufficient quality for an entry-level school psychologist in this domain.

Program Big Ideas	Global Rating	Comments
Collaboration		
Cultural competence		
Oral communication		
Self Reflection and tolerance for ambiguity		
Written communication		
Commitment to service and advocacy		
Building solutions for children from strengths		
Understanding children as individuals and as participants in systems		
Time management and organization		

Program feedback

Strengths or “keeps”

Improvements