

**California State University, Fresno**  
**Department of Psychology**  
**School Psychology Program NASP Portfolio Requirements**

Candidates in the School Psychology Program at California State University, Fresno are required to submit a portfolio in order to ensure they have mastered all program goals and objectives. The contents of the portfolio include samples of work that have been completed during each year of the program. The portfolio will be turned in prior to finals each semester to the Program Coordinator, who will then distribute the portfolios to the School Psychology Program faculty for evaluation.

Portfolio materials will be placed in a three ring binder with dividers for each Indicator. The candidate's name should be on the cover and the spine of the binder. Do not encase materials in a sheet protector. All identifying characteristics of children and their families, teachers, etc. must be removed from all work.

**California State University, Fresno**  
**NASP Portfolio Contents**

	Date Added
Indicator 1: Program Requirements	
• Internship Agreement	_____
• Practicum Log Summary Sheet (update each yr)	_____
• Internship Log Monthly Cover Sheets	_____
Indicator 2.1: Data Based Decision Making:	
• Assessment for Specific Learning Disability	_____
• Assessment Utilizing CBM/DIBELS	_____
• Assessment or Reevaluation for Mental Retardation	_____
• Assessment for Emotional or Behavioral Disorder	_____
• Functional Behavior Analysis Assessment and/or Plan	_____
• Example of Parental Input in Assessment (also 2.8)	_____
• Assessment of Student from Linguistically or Culturally Diverse Background (also 2.5)	_____
Indicator 2.2: Data Based Decision Making: Consultation, Collaboration	
• Consultation/Intervention Reports	
○ PII	_____
○ PAI	_____
○ PEI	_____
Indicator 2.3: Effective Instruction and Development of Cognitive/Academic Skills	
• Academic Intervention / Effective Instruction	_____
• Intervention PowerPoint Presentation	_____
Indicator 2.4: Socialization / Development of Life Skills	
• Socialization / Development of Life Skills Intervention	_____

- Intervention PowerPoint Presentation \_\_\_\_\_

Indicator 2.5: Diversity in Development and Learning

- Multicultural PowerPoint Presentation or Paper \_\_\_\_\_
- Reflection Paper on Cultural Diversity \_\_\_\_\_
- Assessment of Student from Linguistically or Culturally Diverse Background \_\_\_\_\_

Indicator 2.6: School and Systems Organization, Policy Development, and Climate

- Function Papers
  - School Psychologist \_\_\_\_\_
  - Speech Pathologist \_\_\_\_\_
  - School Nurse \_\_\_\_\_
  - School Administrator \_\_\_\_\_
  - IEP Observation \_\_\_\_\_
  - Student Study Team Meeting \_\_\_\_\_
  - RSP Teacher \_\_\_\_\_
  - General Education Teacher or SDC Teacher \_\_\_\_\_
  - Assessment Observation \_\_\_\_\_
  - Bilingual School Psychologist, Teacher or Aide \_\_\_\_\_

Indicator 2.7: Prevention, Crisis Intervention, and Mental Health

- PowerPoint on Prevention or Intervention program \_\_\_\_\_
- Counseling case \_\_\_\_\_

Indicator 2.8: Home/School/Community Collaboration

- Intervention Involving Home/School Collaboration \_\_\_\_\_
- Example of Parental Input in Assessment \_\_\_\_\_

Indicator 2.9: Research and Evaluation

- Thesis Proposal Abstract \_\_\_\_\_
- Final Thesis Abstract \_\_\_\_\_
- Proposal for CASP/NASP Submission \_\_\_\_\_
- Thesis Poster /PowerPoint Presentation \_\_\_\_\_

Indicator 2.10: Professional Practice

- Resume \_\_\_\_\_
- Workshop Summaries (each semester) \_\_\_\_\_
- CASP/NASP Memberships (each yr) \_\_\_\_\_
- Letters of Recommendation \_\_\_\_\_

Indicator 2.11: Information Technology

- Computer Generated Graphs \_\_\_\_\_
- PowerPoint Presentation \_\_\_\_\_
- Computer Generated Assessment Scoring / Interpretation \_\_\_\_\_