Summary of Procedures for the MS-SLP Student Portfolio Process

The student portfolio is a selective form of authentic assessment, which appears to be well-suited for evaluating the application of theory into practice. It contains a collection of evidence of the student's learning outcomes attained throughout the graduate program, indicating acquisition of knowledge and mastery of clinical skills which meet the professional standards for the Certificate of Clinical Competence (CCC) recognized by the American Speech-Language-Hearing Association as well as achievement of the six Florida Educator Accomplished Practices set forth by the Florida State Department of Education and the ten Program outcomes of the NSU Master of Science in Speech-Language Pathology (MS-SLP) program.

The portfolio provides a tangible linkage between subject areas within the MS-SLP curriculum and demonstrates the interrelationship between academic coursework and guided field experiences. All students enrolled in the MS-SLP program are required to submit a portfolio at the end of the program as a requirement for graduation.

The portfolio may be used by the student after graduation from the MS-SLP program. Future employers may require portfolios as part of the job selection process. It may be helpful for the student to take the portfolio to a job interview to provide examples of how the student applies theoretical concepts to practical clinical experiences. In some states, a portfolio is required in order to obtain and maintain professional licensure.

The portfolio is the property of the student, and it is the student's responsibility to ensure that the evidence is in accordance with the procedures set forth in the **Student Portfolio Guide.** After graduation, the student may keep the portfolio; however, a copy of the *Portfolio Exit Checklist* remains in the student's file.

The student should begin to develop a portfolio and collect evidence at the beginning of the student's graduate coursework. Evidence from prerequisite coursework may not be included in the portfolio. Specific assignments and activities in each MS-SLP course syllabus address portfolio requirements. These assignments may be used as evidence in the portfolio. The sample pieces of evidence should represent the student's **best work**.

A comprehensive description of the types of evidence required as well as details regarding development of the complete portfolio, including procedures, benchmarks, and evaluations, are presented in the **Student Portfolio Guide**, which may be accessed on the MS-SLP Program website . A detailed overview of the portfolio process, portfolio format, portfolio development, and specific procedures will be presented and discussed at a class session or chat during the student's enrollment in the Diagnostics I course.

For your convenience, these materials needed to create a portfolio have been purchased, collated, and organized into a pre-assembled notebook by the NSU chapter of NSSLHA. The pre-assembled guides meet the criteria set forth in the **Student Portfolio Guide** and include sample forms. If you wish to purchase a pre-assembled Student Portfolio Notebook, please use the link on our program website, under the heading, "Portfolio." Proceeds of the sale of the notebooks go to the local NSSLHA chapter.

Evaluation of the evidence created for the portfolio is an ongoing process throughout the MS-SLP program. Different faculty members will evaluate the student's work (evidence) dependent upon the course and clinical assignment. Designated departmental Student Portfolio Evaluators (SPE) will evaluate the portfolio at three major checkpoints throughout the program.

The following is a brief summary of the student portfolio process. A comprehensive description of the complete process is clearly defined in the **Student Portfolio Guide**. Specific forms to be used are included in *Appendix G* of the Portfolio Guide. *Appendix F* contains specific criteria that will be used for evaluating evidence. Portfolio forms may also be accessed from the MS-SLP program website.

1. **Each time a new piece of evidence is created by the student**, the student should complete a corresponding *"Evidence Classification and Reflection" (ECR) Form.* Both the evidence and the ECR Form are submitted to the MS-SLP course instructor or clinical supervisor for which the evidence was created. The evaluator reviews the *"Evidence Classification and Reflection" (ECR) Form* and accompanying evidence. If the form is found to be satisfactory and the evidence appropriate, the evaluator signs the form.

   Note: It is strongly suggested that the ECR form be submitted to the instructor or supervisor at the end of the semester during which the course or clinic is taken..

2. **During enrollment in the first clinical practicum (SLP 6101),** an *Initial Portfolio Presentation Review (IPPR)* is conducted by an assigned departmental Student Portfolio Evaluator (SPE) or an designated departmental designee. The SPE ensures that the student understands the process and provides guidance for further portfolio development.

   a. The purpose of the initial review is to ensure that the student understands the process and to provide guidance for further portfolio development.
   b. After reviewing the portfolio format and contents, the Evaluator completes the *IPPR* form (Appendix G) and discusses the evaluation with the student.
   c. The *Student Portfolio Evaluator's IPPR Comments* form (Appendix G) is used to provide written feedback to the student.

2. **During the student's first externship site visit**, an *Interim Portfolio Evaluation (IPE)* is conducted by the Externship Coordinator or designee.

   a. After reviewing the updated portfolio contents, the Evaluator completes the IPE (Appendix G), and any problems or deficiencies are discussed with the student.
   b. The *Student Portfolio Evaluator's IPE Comments* form is used to provide written feedback to the students.

    c. An *Interim Portfolio Action Plan (IPAP)* is developed to address areas of deficiency and to assist the student in working toward the successful completion of the portfolio. Follow-up procedures and timelines are determined at the meeting. The IPAP is developed by the student and sent to the Student Portfolio Evaluator for discussion and approval.

3. **Toward the end of the program, during the student's second externship site visit,** the completed portfolio is submitted to the Externship Coordinator or designee, for a *Final Portfolio Evaluation (FPE).*

    a. After a comprehensive review of the format and contents of all five sections of the completed portfolio, which include reading the two Reflection Essays, the Evaluator completes the *Final Portfolio Evaluation* and provides verbal feedback and written comments.

    b. On the FPE form, the Evaluator records the semester during which the student was enrolled in CAPSTONE and the date the PRAXIS II exam was taken. The Evaluator then indicates whether or not the student has successfully met all portfolio requirements.

4. **The student is responsible for submitting the completed and signed *Final Portfolio Evaluation* Form to the acting Formative Assessment Coordinator, Mrs. Bloom (bloome@nova.edu)**

5. **The acting Formative Assessment Coordinator reviews the FPE form** and determines a final portfolio grade of either "Pass" or "Fail."

6. **If a student receives a grade of "Fail" on the final portfolio submitted**, the portfolio is submitted to the Program Director for review, and the following procedures are followed:

    a. Suggestions are made regarding how to make up the deficiencies and/or inaccuracies.

    b. The student submits the revised portfolio **within four weeks** of the review for further evaluation.

    c. The student must earn a grade of "Pass" on the portfolio in order to graduate.

7. **Mrs. Bloom completes the *Portfolio Exit Checklist*.** Once all portfolio requirements have been met, Mrs. Bloom proceeds with processing graduation papers.