Student Portfolio of School Counseling Program

Student Name_________________________     Advisor Name ________________
Date of Admission_____________________      Date of Graduation _____________

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  7. Evidence to demonstrate understanding of developmental levels of students, diversity of students, families and communities, and contexts in which they work.
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<th>NCATE Standards</th>
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<td>1. Candidates are expected to meet professional standards for the subjects.</td>
<td>Helping Relationships; Group Work Career Development; Foundations Of School Counseling; Knowledge and Skills Requirements for School Counselors</td>
<td>Prepracticum; Group Theory and Process Counseling Theories; Career Development Introduction to Group Leadership; Seminar Educational Research; School Law</td>
<td>Passing grades; comp scores; sample papers/presentations</td>
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<td>2. Candidates are expected to demonstrate knowledge, skills, and dispositions to provide learning opportunities supporting students’ intellectual, social, and personal development. Learning is facilitated through the presentation of content in clear and meaningful ways and through the integration of technology</td>
<td>Counseling in Schools Practicum I &amp; II Internship Supervision; Tests in Counseling; Couns Program Development &amp; Eval Counseling Children;</td>
<td>Goal Attainment Scale; Supervision Evaluation Self analysis</td>
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<td>3. Candidates need a sound professional knowledge base to understand learning and the context of schools</td>
<td>Contextual Dimensions of School Counseling</td>
<td>Counseling in Schools; Internship</td>
<td>Class projects</td>
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<td>4. Candidates develop and model dispositions that are expected for all educators</td>
<td>Professional Identity</td>
<td>Legal, Ethical and Professional Issues; Counseling in Schools</td>
<td>Self analysis Supervision evaluation</td>
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<td>5. Candidates are expected to demonstrate positive effects on student learning</td>
<td>Assessment; Research and Program Evaluation</td>
<td>Couns Program Development &amp; Eval Internship</td>
<td>Goal Attainment Clients Progress Report</td>
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<td>6. Candidates build upon and extend their knowledge and experiences to improve their own work and student learning in classroom</td>
<td>Inernship; Professional Organization Chi Sigma Iota Reading Projects</td>
<td>Membership Conference Participation Seminars</td>
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<td>7. Candidates build upon the developmental levels of students with whom they work, on the diversity of students, families, and communities, and on the policy contexts within which they work</td>
<td>Social and Cultural Diversity; Human Growth and Development</td>
<td>Life-span Human Development; Multicultural Counseling</td>
<td>Class projects</td>
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Guidelines for Writing the Portfolio Overview/Orientation:
• Provide readers a guide to understand the structure of your portfolio, i.e. what readers should expect from reviewing the portfolio.
• Discuss why and how you select the materials included in the portfolio to address the standards, i.e. the link between the standards and your portfolio contents.

Guidelines for Writing the Summary and Evaluation
• This paper should discuss what you have learned through your training in the school counseling program
• How the portfolio contents demonstrate your knowledge, skills and dispositions to be a qualified school counselor
• How the portfolio contents demonstrate your performance in helping students effectively
• Identify your strength and weakness. How would you deal with weakness?
• What is your career plan (continue to learn and improve)?