

MARQUETTE UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION
AND COUNSELING PSYCHOLOGY (CECP)

CREATING A PORTFOLIO
FOR THE MASTER'S PROGRAM IN SCHOOL COUNSELING

Portfolios are a collection of evidence or materials that demonstrate an individual's growth, development, and acquisition of knowledge and skills. An important goal of portfolios is to engage students in a continual process of self-reflection on their learning. These portfolios will also be used to help evaluate the effectiveness of our programs, and will be examined by both internal and external evaluators and accrediting agencies.

Students from School Counseling programs are specifically required by the Wisconsin Department of Public Instruction (DPI) to maintain a portfolio as part of their licensure application, and Graduate Programs in School Counseling are required to periodically examine and evaluate these portfolios. Of particular importance to this evaluation is establishing students' understanding of and proficiency in the following Ten Standards for Teacher Development and Licensure:

1. **Pupil Development.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
2. **Learning Differences.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
3. **Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. **Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
5. **Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Assessment.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
7. **Planning for Instruction.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
8. **Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

9. **Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.
10. **Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

These Ten Teacher Standards also provide a philosophical foundation for the program and the Performance Assessment Section of the portfolio (see Section A), while the Pupil Service Standards and the School Counseling Content Standards provide more specific content for program instruction and student assessment. Consequently, this portfolio is designed to establish student proficiency in DPI Pupil Service Standards and the School Counseling Content Standards.

In addition to meeting DPI requirements, the CECF portfolio system is intended to serve two additional purposes. First, the portfolios should provide a repository of important artifacts of interest to potential employers, and thus may be of assistance to students as they begin searching for their initial professional positions. Second, it is often difficult or impossible to predict one's professional development over the lifespan, so we strongly recommend that you keep this portfolio for the remainder of your careers. It is possible that you might apply for licensure in several states before you completely retire from professional work, and it may be necessary to document that you did indeed complete the various educational requirements that might be needed as part of those future licensure applications. Relatedly, some students may have interest in pursuing doctoral studies. As such, having access to course syllabi, practicum/internship hours, and supervisor evaluations through your portfolio will be very useful.

Submission and Evaluation of Your Portfolio

The portfolio is an important component of our annual student review process. Students complete the Student Annual Self-Evaluation Form (see the *Master's Program Handbook*) and then submit their Self-Evaluation, Curriculum Vita, and Portfolio to the advisors by March 2nd. Students then meet with their advisors to review their portfolios before March 26th, after which the whole department faculty will review the progress of each student. Appointments with advisors should be scheduled between March 2nd and March 26th. Students should contact their advisors to schedule these appointments well in advance. Students can bring their portfolios to these individual meetings.

Security of Portfolio Materials

Students are to maintain the security of all confidential materials in the portfolio with the utmost care. All materials submitted that document your work with students must be deidentified (i.e., all names, addresses, and other identifying information should be completely blocked out; see the departmental HIPAA Compliance Policy in your *Program Handbooks* for more information). To protect the confidentiality and anonymity of your clients, do **not** include copies of video- or audiotapes of your counseling in your portfolio.

CONTENTS OF THE PORTFOLIO

Portfolio development is an on-going process. In addition to these instructions, periodically course instructors and advisors will provide guidance on preparing the portfolio in various classes and in advisory meetings. Students are responsible for maintaining the portfolios and keeping the contents up to date.

The student should use a three-ring binder and distinct sections (or another organizing system) in preparing the portfolio. Students should file the required materials under the appropriate section headings as listed below. Within each section, file items in reverse chronological order (i.e., put the most recent item on top).

Section A. School Counseling Performance Assessments

In compliance with National Council for the Accreditation of Teacher Education (NCATE) and DPI standards, the faculty and administration of the College of Education have designed an assessment system, which aligns with the twelve School Counseling Content Standards and the seven Pupil Service Standards established by DPI. This assessment system also reflects the guidelines for school counseling practice established by the National School Counseling Model, which was authored by the American School Counselor Association (ASCA). An important aspect of this assessment system is five key *performance assessments*, which are to be completed during practicum and internship experiences as class assignments and included in this section of the portfolio. These performance assessments provide opportunities for program students to demonstrate the knowledge, skills and dispositions of professional school counselors. Complete instructions for the five performance assessments are provided below.

Entry 1. Maximizing Academic Learning: Individual Counseling

In this entry, you present a 15-minute video recording during the internship class (guidelines for video recording are in Appendix A and the actual recording is not to be included in your portfolio) on an academic intervention plan taken from an academic counseling session. This entry captures evidence of your ability to develop an academic intervention plan to assist a student in maximizing academic learning.

This entry will assess the following Department of Public Instruction (DPI) Pupil Service and School Counseling Standards:

Pupil Service Standards

- Standard 1: Teacher Standards
- Standard 2: Pupil Learning and Well-being
- Standard 3: Research
- Standard 4: Professional Ethics
- Standard 5: Pupil Service Programs
- Standard 6: Positive Learning Outcomes
- Standard 7: Successful Interactions

School Counseling Content Standards

- Standard 1: Human Growth and Development
- Standard 2: Comprehensive School Counseling Program Development

Standard 3: Collaboration on School Teams

Standard 4: Diversity

Standard 5: Individual and Group Counseling

Standard 7: Transition

Standard 8: Ethics and Legal Issues

Standard 9: Research and Program Evaluation

Standard 11: Professional Development and Reflective Practice

Standard 12: Role and Function of School Counselor/600 Hour Internship

This entry captures evidence of your ability to develop an academic intervention plan to assist a student in maximizing her or his academic learning. In this entry, you:

- demonstrate your ability to monitor student academic progress and use effective academic counseling for an individual student;
- select a student and collaboratively create an academic intervention plan while using excellent individual academic counseling skills and techniques.

For this entry, you must present the following during the internship class (see the course syllabus):

- A. One video recording that shows you supporting academic learning through academic counseling for the purpose of creating an academic intervention plan with the featured student. You select a 15-minute unedited, continuous segment from a counseling session in which you are assisting a student with her or his academic learning;
- B. During the internship class your presentation will address the following questions under each of the following sections:
 1. Counseling Context
 - What is the age and grade of the student featured in this entry? How long have you known the student? What was the student's attendance rate? Please describe any important behavioral issues or concerns.
 - What was the academic concern that you identified as needing intervention? How did you learn of this need?
 - What student characteristics influenced your planning for this academic intervention (i.e., age, cultural background, exceptional needs)?
 2. Planning and Implementation
 - What data did you analyze to inform you of this student's needs?
 - Describe the academic intervention. What were the goals for this academic intervention?
 - Describe how human development and growth concepts and counseling theories informed your academic intervention.
 - What specific counseling techniques did you use during the session?
 - How will the academic plan be monitored? What would be considered a successful outcome? What school personnel did you collaborate with in the implementation of this plan? How did you collaborate?
 - Describe any ethical concerns important to the implementation of this plan and how you will address these concerns.
 3. Reflection
 - How did your intervention and this session affect the academic learning of the student?

- What went well and not well in the session? What would you do differently if given the chance to work with such a situation in the future?

For this entry, you must include the following in your portfolio entry:

- C. Academic intervention plan including supporting materials (the plan should not contain any student names).
- D. A written summary of the questions for item B above.

Entry 2. Exploring Career Development: Classroom Guidance

In this entry, you demonstrate your knowledge and ability to deliver a classroom guidance lesson that increases student knowledge in the area of career development. You will present a video recording of this classroom guidance lesson during the internship class.

This entry will assess the following Department of Public Instruction (DPI) Pupil Service and School Counseling Standards:

Pupil Service Standards

- Standard 1: Teacher Standards
- Standard 2: Pupil Learning and Well-being
- Standard 3: Research
- Standard 4: Professional Ethics
- Standard 5: Pupil Service Programs
- Standard 6: Positive Learning Outcomes
- Standard 7: Successful Interactions

School Counseling Content Standards

- Standard 1: Human Growth and Development
- Standard 2: Comprehensive School Counseling Program Development
- Standard 5: Individual and Group Counseling
- Standard 6: Career Development
- Standard 7: Transitions
- Standard 8: Ethics and Legal Issues
- Standard 9: Research and Program Evaluation
- Standard 10: Technology
- Standard 11: Professional Development and Reflective Practice
- Standard 12: Role and Function of School Counselor/600 Hour Internship

This entry captures evidence of your ability to work with and manage a classroom guidance lesson to increase student knowledge in the area of career development, exploration, and planning. You should feature a whole class in this entry, and the class should be one in which you engage a group of students about career development. The focus here is on your practice, not on the level of student performance. Select a lesson that demonstrates the following:

- shows your ability to explain and illustrate an important career development topic;
- actively involves and engages students;
- focuses on concepts and problems that are challenging and appropriate for the class;
- shows your ability to use appropriate technology to enhance student learning of the career development topic.

In this entry, you demonstrate your ability to deliver a guidance lesson that advances student understanding in the area of career development.

For this entry, you must present the following in the internship class in a PowerPoint presentation:

- A. One video recording that demonstrates your ability to help students further their learning in the area of career development. You select a 15-minute segment from a lesson in which you are providing instruction in the area of career development. This recording will be presented during the internship class but will not be included in the portfolio (directions for the video recording can be found in Appendix A).

For this entry, you must present the following information in class and submit this information in your portfolio entry:

- B. Guidance Lesson Plan including supporting instructional materials;
- C. The internship class presentation will address the following questions under each of the following sections:
 1. Instructional Context
 - What are the number, grades, and ages of the students featured in this entry?
 - What student characteristics influenced your planning for this instruction (i.e., age, diversity, exceptional needs)? What, if any, behavioral concerns do you need to consider in planning for this lesson?
 2. Planning and Implementation
 - What is the career development topic?
 - What are the goals for the lesson including skills, concepts or attitudes?
 - Describe the lesson. What career development theories influenced this lesson?
 - Describe the classroom management strategies used in this lesson.
 - Describe how technology was integrated into this lesson.
 - How is the career development lesson integrated into the school counseling program and school mission?
 - Describe any ethical concerns important to the implementation of this plan and how you will address these concerns.
 3. Reflection
 - How did you determine students' comprehension of the important topics/concepts from the guidance lesson?
 - Describe student-to-student interactions during the guidance lesson.
 - If you offered this guidance lesson again, what would you do differently?

Entry 3. Addressing Personal/Social Needs: Group Counseling

In this entry, you identify a critical student need, gather and analyze data related to that need, and use that analysis to design a small-group intervention that includes a structured activity and student work. You provide a description of the assignment, a set of instructions, and work samples from two students in your small group. You will also submit a written commentary in which you focus on the processes and techniques you used to generate student involvement in the group-counseling session, describe the structure activity, analyze the student work samples, and reflect on your school counseling practice.

This entry will assess the following Department of Public Instruction (DPI) Pupil Service and School Counseling Standards:
Pupil Service Standards

Standard 1: Teacher Standards
Standard 2: Pupil Learning and Well-being
Standard 3: Research
Standard 4: Professional Ethics
Standard 5: Pupil Service Programs
Standard 6: Positive Learning Outcomes
Standard 7: Successful Interactions

School Counseling Content Standards

Standard 1: Human Growth and Development
Standard 2: Comprehensive School Counseling Program Development
Standard 3: Collaboration on School Teams
Standard 5: Individual and Group Counseling
Standard 8: Ethics and Legal Issues
Standard 9: Research and Program Evaluation
Standard 11: Professional Development and Reflective Practice
Standard 12: Role and Function of School Counselor/600 Hour Internship

This entry captures evidence of your ability to facilitate the development of a school climate that contributes to educational achievement for every student. In this entry, you:

- identify a critical student need common to your internship school within the personal/social domain;
- collect and analyze data related to that need;
- use that analysis to design and implement a structured activity within a small-group that provides responsive services related directly to that need;
- provide evidence that you involve significant others on behalf of the students, while considering the ethical codes of the profession at all times.

For this entry, you must submit the following:

- A. Description/Set of directions for student work samples (1 page maximum);
- B. Student work samples (one sample) from two students in your small group;
- C. Written commentary (four page maximum) that addresses the questions under each of the following sections (use the section titles below as heading in your commentary):
 1. Instructional Context (suggest a half page)
 - What are the number, grades, and ages of the students featured in this entry?
 - What is the critical student need you identified? How did you identify this need? Who did you collaborate with to identify this need?
 2. Planning and Implementation (suggested two pages)
 - What goals did you establish for this group?
 - Describe your small-group and related activities.
 - What developmental or counseling theories did you use in the development of the small-group?
 - How does this small-group contribute to a comprehensive school counseling program and the mission of the school?
 - Describe any ethical concerns important to the implementation of this plan and how you will address these concerns.
 3. Reflection (suggest no more than one-and-a-half pages)

- What went well in the group and what did not go well? Why do you think this occurred?
- What were the results found in the data?
- If you offered this group again, what would you do differently if you were to offer another such session?

Entry 4. Leader/Collaborator: Contributions to Student Learning

In this entry, you illustrate your partnerships with students' families and community, and your development as a leader/collaborator with other professionals, by submitting descriptions and documents of your activities and accomplishments in those areas.

This entry will assess the following Department of Public Instruction (DPI) Pupil Service and School Counseling Standards:

Pupil Service Standards

- Standard 1: Teacher Standards
- Standard 2: Pupil Learning and Well-being
- Standard 3: Research
- Standard 4: Professional Ethics
- Standard 5: Pupil Service Programs
- Standard 6: Positive Learning Outcomes
- Standard 7: Successful Interactions

School Counseling Content Standards

- Standard 2: Comprehensive School Counseling Program Development
- Standard 3: Collaboration on School Teams
- Standard 11: Professional Development and Reflective Practice
- Standard 12: Role and Function of School Counselor/600 Hour Internship

This entry captures evidence of the way in which your role as a school counselor is broader than what you do with regard to delivery services. In this entry, you demonstrate:

- your commitment to student learning and to the improvement of the school counseling program through your work with students' families and community and through your development as a collaborator and/or leader;
- your commitment, through evidence of your efforts to establish and maintain partnerships with students' families and the community, and through work that you do with other school counselors at a local, state, or national level;
- how what you do beyond explicit student counseling contributes to student learning and to improving your school counseling program.

For this entry, you must submit the following:

- A. A written Description and Analysis for 4 accomplishments (not to exceed 8 pages for the 4 accomplishments). Each Description and Analysis must clearly and specifically describe why each accomplishment is significant for your internship(s) and what impact each has had on student learning and the improvement of the school counseling program at your internship. The written description and analysis must address the following five questions for each accomplishment:

1. What is the nature of this accomplishment? Be specific.

2. Why is this accomplishment significant? To be significant, the accomplishment must be an important effort or achievement that demonstrates your work as a partner with students' families or their community and as a collaborator and/or leader with colleagues or professionals.
 3. What student characteristics influenced your planning for this academic intervention (i.e., age, cultural background, exceptional needs)?
 4. How has what you have described had an impact on students' learning? Cite specific examples where appropriate.
 5. How does what you have described contribute to the improvement of the school counseling program at your internship settings? Connect your accomplishments to the improvement of the school counseling program at your internship settings. Cite specific examples where appropriate.
- B. Documentation that supports the activities or accomplishments that you have chosen to describe. This documentation may include activities, workshops, descriptions of accomplishments
- C. Reflective Summary (2-page maximum) that reflects on the significance of your accomplishments taken together and your future plans to impact student learning and improve the school counseling program at our internships settings. You may choose to demonstrate discrete accomplishments in both categories, or you may address broader accomplishments that cut across multiple categories. These accomplishments must demonstrate an impact (direct or indirect) on student learning and how each contributed to improving the school counseling program at your internship settings. This written summary should not restate your Description and Analysis; rather, it should analyze the effectiveness of your accomplishments by addressing the following three questions:
1. In your work outside of student counseling, what was most effective in affecting student learning and improving the school counseling program at your internship setting? Why?
 2. Considering the patterns evident in all of your collective accomplishments, what is your plan to further impact student learning in the future?
 3. Considering the patterns evident in all of your collective accomplishments, what is your plan to further improve the school counseling program at your internship setting?

Entry 5: Support Personnel Accountability Report Card for Wisconsin (SPARC-W)

In this entry, you will develop a SPARC-W for one of your practicum/internship setting sites. This entry demonstrates your knowledge of a comprehensive school counseling program, capacity to collaborate with other pupil service and educational professionals, to assist students in learning, career development and personal-social growth, and ability to use data and program evaluation strategies to inform your practice.

This entry will assess the following Department of Public Instruction (DPI) Pupil Service and School Counseling Standards:

- Pupil Service Standards
- Standard 1: Teacher Standards
- Standard 2: Pupil Learning and Well-being
- Standard 3: Research
- Standard 4: Professional Ethics

Standard 5: Pupil Service Programs
Standard 6: Positive Learning Outcomes
Standard 7: Successful Interactions

School Counseling Content Standards

Standard 2: Comprehensive School Counseling Program Development
Standard 3: Collaboration on School Teams
Standard 4: Diversity
Standard 6: Career Development
Standard 9: Research and Program Evaluation
Standard 10: Technology
Standard 11: Professional Development and Reflective Practice
Standard 12: Role and Function of School Counselor/600 Hour Internship

For this entry, you must submit the following:

- A. A completed SPARC-W for one of your practicum/internship settings. Please use the most recent guidelines for writing the SPARC-W, which can be found at: WWW.WSCAWEB.COM. Please note the following:
 1. The entire SPARC-W must fit on one 11" x 17" page (double sided) and folded into an 8-1/2" x 11" format.
 2. The font size for the SPARC-W must be within 10 to 12 range, although 8-point font is acceptable for graphs. All text should be legible and it is recommended that you use Arial or Time New Roman font.
 3. The SPARC-W should not have any typographical or grammatical errors.
 4. Optional: You are encouraged to complete the SPARC-W, and submit it for review by the Wisconsin School Counselor Association and consider for an award. Typically, the deadline is mid-December but please check the website.
- B. A completed SPARC-W scoring rubric needs to be submitted with your SPARC-W.

Section B. Vita

A vita addressing your educational and professional experiences should be prepared each time the portfolio is submitted. General guidance on constructing a vita along with a sample can be found on the department website:

http://www.marquette.edu/education/current_students/cecp_department_forms.shtml. Place only the most recent versions of your vita in this section.

Section C. Program Planning Form

New Master's students in the Department will meet with their academic advisors before the end of September of their first year in the Department to complete the Program Planning Form. A copy of the signed form should be filed in Section B of the portfolio.

Section D. Student Annual Self-Evaluation Form and Department Evaluation Letter(s)

Copies of the Student Annual Self-Evaluation Form (completed each spring semester) should be retained in Section C. This form includes important sections which ask students to reflect on their strengths and areas where growth or improvement would be helpful, as well as develop plans to reach their educational and professional goals. These sections, which should integrate the goals and self-assessments that are conducted for each semester of practicum that

students complete, provide important opportunities for students to regularly reflect on their learning and development as professionals.

The summary evaluation letter received (usually in May) from the students' advisor and the department chair following the annual evaluation process should also be included in this Section. Both of these items should be retained for each year the student completes in the program.

Sections E. School Counseling Practicum (COUN 6970) and Internship (COUN 6986) Documentation

Items to be included are items such as practicum/internship hour logs, supervision agreements, internship learning agreements, and all supervisor evaluations (one of each of these items for each semester of practicum/internship). The Department keeps the original copies of most of these forms, but it is important that students also keep copies of each of the items listed and file them as indicated.

Section F. Syllabi

Include copies of each course syllabi in this section.

Note that all confidential student information must be thoroughly de-identified according to the departmental HIPAA Compliance Policy guidelines