



## School Counseling Program

*Signature Assignment for COUN 506*

*Professional School Counseling Portfolio*

### Student Learning Outcome(s) Assessed:

SLO #2: Develop an appropriate theoretical and philosophical foundation for an urban school counseling program committed to addressing the achievement gap and promoting student academic, career, and personal/social development.

### Description of the Signature Assignment

The purpose of the Professional School Counselor Portfolio is to allow students to demonstrate knowledge, skills, and competencies related to being a professional school counselor. The portfolio also provides an opportunity for students to learn key components of a comprehensive school counseling program aligned with the American School Counselor Association (ASCA) National Model (2012), and apply their knowledge to developing a practical tool for future use.

### Directions for Students

#### 1. Introduction to the Profession (5 points)

- Using resources from class, the texts, and peer reviewed journal articles, write an introduction. This portion of the portfolio will introduce the reader to the profession of school counseling and set the foundation for the remainder of your portfolio. In one page or less, include the following topics: (1) significant historical events that have an impact on the profession, and (2) the current role of the professional school counselor.

#### 2. Professional Mission Statement (5 points)

- Write a statement of your personal mission as a professional school counselor. Your personal/professional philosophy should be your guide. This should be a concise, descriptive, and inspirational statement of what will guide and motivate you as professional school counselor. In one paragraph, include the following topics: (1) why you want to be a school counselor, (2) your beliefs about the role of the school counselor, (3) what you will do in your role, (4) and how you will engage in leadership and advocacy.

#### 3. Program Mission (5 points)

- Find an existing elementary, middle, or high school school counseling program mission statement and evaluate the statement based on the following four components (see also page 24 in ASCA National Model [2012]):
  - Does the program mission statement align with the school's mission statement?
  - Are students the primary focus of the mission?
  - Does the mission statement have an advocacy component for equity, access and success for every student?
  - Does the mission indicate long-range results?
- Next, based on your evaluation of the four components above, rewrite the school counseling program mission to better meet the criteria above.

- Be sure to reference the school you have chosen to evaluate and provide a link to the webpage.

#### 4. Legal/ Ethical Issues in Professional School Counseling (5 points)

- Select one case scenario and use the Solutions to Ethical Problems in Schools (STEPS) (Stone, 2001) found in section F of the Ethical Standards for School Counselors (2016) to respond. Please respond to the scenario as if you were experiencing the situation and describe how you would go through the steps.
- Use the Ethical Standards to back up your reasoning and cite Standards where appropriate.

#### 5. Referral Resources (5 points)

- A growing concern for students at all levels is that students may require services that are beyond the scope of the school setting. However, school counselors are expected to collaborate with community agencies and provide supports for referrals. Conduct a thorough review of your surrounding community and create a referral resource list to support students and/or their families regarding the following categories: LGBTQ, mental health, tutoring, health resources (eye glasses, dental care, etc.), clothing, homelessness, child abuse, hunger, substance abuse, autism, hearing/speech impairments, and physical disabilities.

#### 6. Data Analysis and SMART Goals (15 points)

- Analyze the data provided. Consider the following questions as you analyze the data:
  - What patterns do I notice?
  - Are there any student groups that are disproportionately underachieving, receiving disciplinary consequences, or not attending school?
  - Which students may be in need of targeted supports?
  - What additional information/data would I like to have?
- Use the template on pages 28 of the ASCA National Model (2012) to develop SMART goals that address the academic, social/emotional, and career domains of the ASCA Mindsets and Behaviors for Student Success. Include all five components of a SMART goal and address academic, social/emotional, and career issues in your goals (at least one SMART goal for each domain).

#### 7. Classroom Lessons (15 points)

- The school counseling core curriculum “consists of a planned, written instructional program that is comprehensive in scope, preventive in nature and developmental in design” (ASCA, 2012, p. 85). School counselors develop and teach classroom lessons as part of the school counseling core curriculum to address academic, social/emotional, and career topics.
- In groups of 3, use the template on page 72 of the ASCA National Model (2012) to create a developmentally appropriate school counseling unit that includes four cohesive lessons on a specific academic, social/emotional, or career/college topic of your choice (e.g., conflict resolution, social skills, emotion management, learning skills, study skills, career exploration, college readiness, study skills, appreciation of diversity).
- Your topic will need to be approved by the instructor to avoid duplication. Any activities/materials that are not original in content must be given appropriate APA citation. You may not simply use a pre-planned lesson or unit. You may borrow ideas and then create your own. Include all classroom lesson materials in this section of the portfolio.
- Your classroom lesson unit must include a plan that describes how you will establish classroom expectations prior to starting the lessons with students. We will discuss how to develop this plan in class.

- Please note: These are the same classroom lessons you will present on for the Classroom Lessons Presentation assignment. For the Classroom Lessons section of the portfolio, each student must include all lesson materials even though lessons were developed in a group.

\*Overall format and use of APA style will also be reviewed (5 points)

## Scoring Rubric:

Standards	Criteria	5-4 points	3-2 points	1-0 points	POINTS
CACREP: 5-G-2-a-f; ASCA: I-B-2-a, I-B-3-a, I-B-4-a, I-B-5-a; CASC: 6.1	<b>1. Introduction to profession</b>	Statement is well written, references historical influences and current role of PSC, includes references. Free from grammatical and punctuation errors.	Statement references role of PSC or historical influences but not both, includes few references. Minimal grammatical and punctuation errors.	Statement does not include current role of school counselor, historical influences are missing. No references. Grammar and punctuation errors.	
CACREP: 2-F-1-d; ASCA: II-B-1c; CASC: 2.4	<b>2. Professional mission statement</b>	A concise, descriptive, and inspirational statement of what will guide and motivate you as professional school counselor.	Concise statement of what will guide and motivate you as professional school counselor.	Unclear statement that is not professional or descriptive of role relevant to professional school counselor.	
CACREP: 5-G-3-a; ASCA: II-B-2; CASC 6.2	<b>3. Program mission statement</b>	Thorough evaluation based on the 4 basic components. Thorough revision statement based on the 4 components.	General evaluation based on the 4 basic components. General revision statement based on the 4 components.	Does not evaluate based on the 4 components. Revision statement is not based on the 4 components.	
CACREP: 2-F-1-i, 5-G-2-n; ASCA: I-A-7, II-A-7, IIB-4; CASC: 6.3	<b>4. Legal/ethical issues in professional school counseling</b>	Thorough response to case scenario using STEPS (Stone, 2001) and ASCA Ethical Standards (2016).	General response to case scenario using STEPS (Stone, 2001) or ASCA Ethical Standards (2016) but not both.	Response to case scenario does not use STEPS (Stone, 2001) and ASCA Ethical Standards (2016).	
CACREP: 5-G-2-k; ASCA: IV-B-4b; CASC: 4.4	<b>5. Referral resources</b>	Creates a referral resource list for each category. Has minimum of two per category.	Creates a referral resource list for most categories. Has between 1-2 per category.	Resource list lacks referrals for most categories. Has 0 or 1 per category.	

Standards	Criteria	15-12 points	11-10 points	9-0 points	POINTS
CACREP: 2-F-8-e; ASCA: III-B-3d; CASC: 3.2	<b>6. Data analysis and SMART goals</b>	All 5 components of the SMART goal are thoroughly addressed; SMART goal includes academic, social/emotional, and career components.	All 5 components of the SMART goal are generally addressed; SMART goals include academic, social/emotional, or career components but not all three.	All 5 components of the SMART goal are not addressed; SMART goals do not include academic, social/emotional, or career components.	
CACREP: 5-G-3-b; ASCA: I-B-1-d, III-B-6c; CASC: 2.2	<b>7. Classroom lessons</b>	Includes 4 lesson plans that are thorough and cohesive; Lessons are original and all research is cited; Includes National and State Standards; Plan to establish classroom expectations is included.	Includes 4 lesson plans but lacks clear cohesion; Lessons are generally original and some research is cited; Includes either National or State Standards; Minimal reference to classroom expectations plan.	Does not include 4 lesson plans and lessons are not cohesive; Lessons are not original and no research is cited; Does not include National or State Standards; No reference to classroom expectations plan.	

Scores: 1 ;2 ;3 ;4 ;5 ;6 ;7

Overall Format/APA:      /5

Total:      /60

Comments:

## Legend

Total Points	College of Education Assessment Scale Equivalent
<b>54-60</b>	4 (Exceeds Expectations)
<b>48-53</b>	3 (Meets Expectations)
<b>42-47</b>	2 (Meets Some Expectations)
<b>15-41</b>	1 (Does Not Meet Expectations)
<b>0-14</b>	0 (Can't Score)