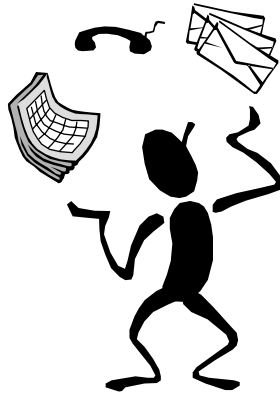


School Counseling Intern Handbook

Internship Manual and Professional Practice Portfolio Guidelines



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Professional School Counseling Interns

Portland State University
Counselor Education Program
2005-2006

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Introduction to The School Counseling Specialization Intern Handbook

The School Counseling Specialization Intern Handbook was developed by faculty and counselors-in-training to help interns successfully navigate their way through the final stage of their program. As such, this document shows that professional success is a collaborative endeavor that calls for experienced professionals to mentor developing professionals, and for developing professionals to take on greater professional responsibility.

The School Counseling Specialization Intern Handbook consists of two documents crucial to school counseling interns:

1. **The Internship Manual: School Counseling**
2. **The School Counselor Professional Practice Portfolio Guidelines**

In **the Internship Manual** candidates will find information that will help them complete the forms and requirements necessary to begin internship, progress through internship, and complete the licensure requirements. Interns should be mindful of two documents which must be completed prior to beginning internship:

1. the Application for Supervision of Practicum form before the deadline.
2. the PSU Request for Placement form as soon as possible. The PSU Field Placement Coordinator coordinates the placement of all students and must approve any setting beforehand.

The School Counseling Professional Practice Portfolio Guidelines are designed to help interns document how they meet the competency requirements defined by TSPC.

The School Counseling Specialization Intern Handbook is an evolving document and we look forward to having future interns make suggestions that will help all of our interns live up to their potential as professional school counselors. Our efforts have been directed toward preparing knowledgeable and competent professional school counselors who: (1) advocate care and support for all students, (2) provide leadership in helping all students reach high expectations, (3) collaborate with others in and beyond their school communities to ensure opportunities for meaningful participation for all students, (4) commit to lifelong professional development. Go well into the profession.

Sarah Berch
Professional School Counselor Intern, 2003

Guin Reeves
Professional School Counselor Intern, 2003

Rolla E. Lewis, Ed.D., NCC
Associate Professor
School Counseling Coordinator

Dear Intern:

You have worked very hard to get to this point in the Counselor Education Program. The Counselor Education Faculty are pleased that you are embarking on the exciting and challenging phase of your career called internship. We hope that it will meet many of your professional needs and personal goals.

To help you, your site supervisor, and your PSU faculty liaison structure and evaluate your time in internship we have created this Internship Manual. Please read it thoroughly. It will help you a great deal in understanding what you need to do to make your internship experience successful.

Of great importance is your use of the documentation forms provided in this Manual. Please read carefully the "Using Documentation Forms" guidelines presented on page 12. The Weekly Log forms on Pages 15-17 must be completed by the intern and submitted at the end of each academic term to the PSU faculty liaison, along with a Performance Evaluation (pages 32-34) completed by your site supervisor.

You will find other very useful information in this Manual. Please share it with your site supervisor as you work out your Site and Clinical Supervisor Agreement (pages 19-20).

Again, welcome to what we hope will be a rich and rewarding experience for you!

Sincerely,

Susan Halverson
Rolla Lewis
Hanoch Livneh
Russ Miars
Liz Wosley-George

ACADEMIC REQUIREMENTS FOR INTERNSHIP

A student may begin the internship when he or she has met the following requirements:

1. Completed all prerequisites for the Internship experience.
2. Has a minimum overall GPA of 3.0 for all courses included in the plan of study.
3. Has successfully completed COUN 509 Practicum sequence.

All students must complete the internship within a one-year period. The student will typically maintain his or her placement for the nine-month academic year. Students are expected to spend approximately 20 hours per week (at least two and one-half full days), for the three academic terms, at the internship site. A minimum of one hour per week is required for individual clinical supervision on site. Approximately 1.5 hours per week is required for group supervision. The student and the internship supervisor will determine specific schedules of internship hours jointly. This schedule is designed to provide the student with the minimum of 600 hours of supervised clinical experience, 240 of which must be direct client contact hours.

School counseling interns are strongly encouraged to begin their internship at the beginning of the school year when their site supervisor begins his/her school year.

IMPORTANT PROFESSIONAL REMINDERS

You must maintain **professional liability insurance**. See www.acait.com for an application for insurance through the American Counseling Association Insurance Trust. You must supply written verification of your insurance coverage prior to the start date of your Internship. ACA insurance is preferred, but if you are employed by a school or an agency whose insurance covers you as an intern, you must show that in writing.

Review **ethical standards**:

- See the American Counseling Association website for the ACA Code of Ethics and Standards of Practice at www.counseling.org/resources/codeofethics.htm.
- For ethical guidelines for school counselors, visit www.schoolcounselor.org.
- See the ACES website at www.acesonline.net for ethical guidelines for counseling supervisors.
- For Standards for Counselor Supervision, go to www.siu.edu/~epse1/aces/ethicsnoframe.htm
- www.counseling.org/resources/ethicsproc.htm has information about policies and procedures for processing complaints of ethical violations.
- Visit jcomm.uoregon.edu/~tbivins/J397/Links/Worksheet.html for a useful worksheet for ethical decision-making.

Read more about ethics as they pertain to you as a counselor, supervisor, and supervisee in Appendix E.

Join **professional organizations** such as American Counseling Association (www.counseling.org) or American School Counselor Association (www.schoolcounselor.org).

Review what are considered to be your rights as a **supervisee** in supervision. Visit the University of North Texas's website at www.coe.unt.edu/cdhe/supervision.html and read the Supervisee's Bill of Rights. It has many suggestions for structuring the supervising relationship in clinical settings.

Familiarize yourself with the **Oregon Administrative Rules** (OARs). Go to <http://arcweb.sos.state.or.us/banners/rules.htm> to read about them.

Some Responsibilities for the School Counselor-in-Training

1. Facilitate times and places for all meetings with site-based supervisor and university supervisor. In general, meetings should be arranged well in advance and within the first seven weeks of each term **with the first meeting being arranged within the first two weeks of your internship experience**. Faculty will not remind counselors-in-training of the need to have meetings. If the counselor-in-training fails to arrange the minimum required meetings by the end of the year, the student may be given a NO PASS.
2. Keep Professional Practice Portfolio current.
 - a. Each week, review your progress in meeting TSPC Objectives weekly with site Supervisor.
 - b. Each term, you are required to have your site supervisor review and critique your progress in your Professional Practice Portfolio.
3. Define and complete a minimum of two projects or case studies, related to professional school counseling with site Supervisor as part of meeting the TSPC Objectives. A single project may meet more than one TSPC Objective.
4. Supervisor and documentation requirements.
 - a. Quarterly evaluation by site supervisor using the following forms:
 1. Intern Performance Evaluation Form.
 2. Initial Counselor Education Practicum Report (regarding your portfolio)
 - b. At the end of each experience The Initial School Counselor Report (filled out by your PSU faculty supervisor).
5. Fulfill requirements as defined in the Professional Practice Portfolio Guidelines.
6. Track II students must complete both Authorization Levels before they are recommended for the Initial School Counselor License.

Using Documentation Forms

Application for Supervision of Practicum Students and Request for Placement Form (pgs. 9&10)

- Fill out all of this information the spring quarter before you begin internship.
- The sooner you know your placement information, the better!
- You may choose to seek out your internship site or you may turn in your initial information and be placed by the PSU Field Placement Coordinator (This form must be filled out regardless of whether or not you find your own placement).
- Turn all of this information into the PSU Field Placement Coordinator.

Internship Site Information (pg. 11)

- Fill out this form and return it to your PSU faculty supervisor within the first two weeks of the beginning of your internship. It is also the intern's responsibility to call and set up an on-site visit with their PSU faculty supervisor within the first two weeks of their internship experience.
- It is also the intern's responsibility to provide directions to their internship site to their PSU faculty supervisor with this form.

Site and Clinical Supervisor Agreement/Supervision Agreement (pgs. 15-18)

- These documents are to be read through and discussed with your site supervisor within the first few weeks of the beginning of your internship at each level.

Daily Record of School Counseling Hours (pg. 24)

- This hours log is for your convenience so you can track your school counseling hours on a daily basis.

Internship Hours Summary Form (pg. 25)

- This form is to be filled out at the end of internship experience.

Supervisee's Evaluation of Supervision Experience (pgs. 26-28)

- This form is to be completed by the intern and returned to your PSU faculty supervisor at the end of each internship experience

PRACTICUM SUPERVISOR SECTIONS

2003-2004

It is not possible to guarantee that you will be assigned to your first choice; so select choices that will work. Once you have been assigned to practicum supervision, no changes will be made. If you take a new job or accept new role responsibilities in your current job between April 15 and the beginning of classes in September, make sure your employer understands your commitment to practicum supervision.

YOU MUST INDICATE THREE SELECTIONS. Include all sections that are possible, even if it is not your strongest preference. NOTE: ONLY school specialization students should select the Tuesday David Douglas practicum for supervision.

Name: _____

School Specialization

Address: _____

E-mail: _____

Phone: _____

Rank order your preference:

_____ Summer/Fall, 2003 practicum supervision

_____ Winter/Spring, 2004 practicum supervision

Rank order your preferences: 1 (most preferred) through 3 (least preferred).

NOTE: School specialization students must also have a #2 and #3 preference.

_____ Monday
PSU Clinic
9 a.m. – 2:20 p.m.

_____ Tuesday*
off campus, David Douglas School
4:00 – 9:20 p.m.

_____ Tuesday
PSU Clinic
4:00 – 9:20 p.m.

_____ Thursday
PSU Clinic
4:00 – 9:20 p.m.

*Summer dates and times TBA.

1. When you register for credit for Internship for fall, please be sure to select the section and faculty member that corresponds to the specialty for which you are enrolled: Community; Couples, Marriage & Family; Rehabilitation; or School.
2. The faculty member teaching the Practicum Clinic section to which you have been assigned, as a Supervisor may be different from the faculty member to whose section of internship you are assigned and must enroll in for fall.

Portland State University

Graduate School of Education
Post Office Box 751
Portland, OR 97207-0751

Date: ____/____/____
District: _____
School: _____

School Counseling Program Request for Placement/Placement Information

I. College or University

Placement Request: ____ Effective Teaching ____ School Counseling Intern

Faculty Advisor: _____ Phone: **503-725-**_____

Placement Coordinator: Penny Jasso Phone: 503-725-5857 Fax: 503-725-8475

II. Student Information

Student Name: _____

E-mail Address: _____ Phone: _____

Permanent Address: _____

College/University where highest degree was earned: _____

Year of Graduation: _____ Degree Earned/Subject Area: _____

III. Placement Request

400 hour Intern Placement: _____

200 hour Intern Placement: _____

200 hour Effective Teaching Placement: _____

Subject Area(s)/Areas of Interest: _____

School Counselor Requested: _____

Timeline: Term(s): Fall ____ Winter ____ Spring ____ Inclusive dates: **School Year:** ____

Schedule to be mutually arranged: **With Cooperating Professionals**

*Please complete all the above information. This is the first step in placement and not finalized until the Counseling Department, Placement Office, and School District have all agreed. **Return the Placement Request form as well as an electronic resume (at least one term prior to placement) to:***

Return to: Penny Jasso
Field Placement Office
Graduate School of Education
Room 602 C
Email: fieldplacement@pdx.edu
Fax: 503-725-8475

INTERNSHIP SITE INFORMATION

Fill out this form and return it to your PSU faculty supervisor within the first two weeks of the beginning of your internship. It is also the Intern's responsibility to call and set up an on-site visit with their PSU faculty supervisor within the first two weeks of their internship experience.

Intern's Name _____ Social Security # _____
Home phone _____ Work phone _____
e-mail address _____

Internship Level _____
Internship Site _____ Phone # _____
Address _____ Fax # _____

Site Supervisor _____ Supervisor's e-mail _____
Supervisor Credentials: MA/MS Ph. D Licensed School Counselor
Other (specify) _____
Site Principal _____

Internship Level _____
Internship Site _____ Phone # _____
Address _____ Fax # _____

Site Supervisor _____ Supervisor's e-mail _____
Supervisor Credentials: MA/MS Ph. D Licensed School Counselor
Other (specify) _____
Site Principal _____

***It is the student's responsibility to provide directions to their internship site to their PSU Faculty Supervisor with this form.**

**CONSENT TO BE OBSERVED OR TAPE RECORDED
AND STATEMENT**

I, _____, give _____

Client or Client's Parent or Guardian*

Counselor

a student in the Graduate Program in Counseling at Portland State University permission to audio/video tape our counseling sessions, and/or have visual records and observations of me. The contents of the tapes may be reviewed with an internship supervisor, counseling faculty, supervision group and Oral Board committee members, and are considered confidential.**

I am in agreement that the primary use of these recordings and observations is to increase the effectiveness of the student's counseling by provision of instruction and feedback. I am also in agreement that the materials abstracted from these recordings may be used and published for the purpose of treatment, education, and/or research in the interest of the advancement of school and community counseling programs. Furthermore, I understand that my name shall not be used in connection with these recordings or the materials abstracted from them. I agree that the material from these recordings cannot and will not be used for any purpose other than those specified above. Recording and/or utilization of materials under the terms of this signed consent shall not be subject to legal action.

I understand that my counselor is a graduate student in counseling, is not yet licensed and is under the supervision of a qualified supervisor.

Client Signature

Counselor Signature

Signature of Parent/Guardian if Client is a minor

Date

Witness Signature
(Campus Supervisor or Internship Site Supervisor)

*The term "client" as used herein refers to any person receiving services including students, parents, teachers, or patients.

**Clients have the right to confidentiality. Information revealed will remain within the professional setting. There are, however, legal exceptions to this right; information must be divulged

- (a) when ordered by the court, or
- (b) when the counselor and his or her supervisor determine that an individual may present a threat to self or others.

Oregon law requires the report of any known or suspected instance of child or adult abuse or neglect. It is understood that all information disclosed within these sessions will otherwise be kept confidential and will not be released to anyone outside of the agency without written permission, except where disclosure is required by law.

NOTE: A signed and dated permission form MUST be obtained for each client on and off campus, prior to any taping (audio or video).

**Counselor Education Program
Portland State University Graduate School of Education
School Counseling Specialization**

Site & Clinical Supervisor Agreement

Internship Site and CACREP Requirements

1. The site supervisor must have a minimum of a Master's degree in a clinical field and have two years post-Master's counseling experience as a licensed school counselor.
2. The student must accumulate a minimum of 240 hours of direct client contact (10 hours of group facilitation) within a total internship experience of 600 hours over three academic quarters (minimum of 6 credits). This translates into roughly 20 hours per week on site. The student should be provided with a workspace as similar as possible to the professional staff of the agency.
3. The student must receive 1 hour of individual clinical supervision per week **and** 1½ hours of group supervision per week for the site to meet PSU's program accreditation requirements.
4. The site supervisor must complete a Quarterly Evaluation and goal setting form (provided), review it with the student and the PSU faculty liaison to the site, and have the original, signed copy placed in the student's permanent internship records file. A copy of the student's log of hours must accompany each quarterly evaluation.
5. The student must carry Professional Liability Insurance during the entire internship placement; adhere to the American Counseling Association's (ACA) Code of Ethics, and the code of ethics of the clinical supervisor if different from ACA.

PSU Faculty Liaison Role

1. To be available and consult with the site clinical supervisor about the student's progress and development, or any other issues that emerge during the student's placement.
2. Conduct at least four on-site visits over the course of the academic year (at least one each quarter). During each visit the student, site supervisor, and faculty member will meet to review the Quarterly Evaluation form and discuss student progress and goals.

SUPERVISION AGREEMENT

Based on the Supervisee's Bill of Rights

The supervisory relationship is an experiential learning process that assists the supervisee in developing therapeutic and professional competence. This contract is designed to assist the supervisor and supervisee in establishing clear expectations about the supervisory process.

Supervisee

1. Read the Supervisee's Bill of Rights and this agreement. Complete the sections on skills, goals, and professional opportunities and bring this agreement to the initial supervisory session.
2. Prior to the first supervisory session, read the American Counseling Association Code of Ethics and Standards of Practice.

Introduction & Expectations of the Supervisory Experience

Supervisor

1. Introduce yourself; discuss your credentials, licenses, academic background, counseling experience, and your supervisory style.
2. Describe your role as a supervisor: teacher, consultant, counselor, evaluator,
3. Discuss your responsibilities: monitoring client welfare, teaching therapeutic skills, providing regular verbal and written feedback and evaluation, and insuring compliance with legal, ethical, and professional standards.
4. Ask the supervisee about his or her learning style and developmental needs.
5. Help supervisee develop goals and counseling skills.
6. Review supervisee's progress regarding Professional Practice Portfolio.

Supervisee

1. Introduce yourself and describe your academic background, clinical experience and training.
2. Briefly discuss information you want to address during the supervisory meetings.
3. Describe the therapeutic skills you want to enhance and professional development opportunities you want to experience during the next three months.

These goals/skills must be formed (written) within the first month of the Internship experience at both levels.

List three therapeutic skills you would like to further develop.

1. _____

2. _____

3. _____

List three general goals you would like to attain during the supervisory process.

1. _____

2. _____

3. _____

List three specific counseling or professional development experiences you would like to have during the next three months. (Attending a conference, facilitating a group, presentation...)

1. _____

2. _____

3. _____

Expectations of the Supervisory Relationship

Supervisor & Supervisee

1. Discuss your expectations of the supervisory relationship.
2. Discuss how you will work towards establishing a positive and productive supervisory relationship. Also, discuss how you will address and resolve conflicts.
3. The supervisory experience will increase the supervisee's awareness of feelings, thoughts, behavior, and aspects of self, which are stimulated by the client.
4. Discuss the role of the supervisor in assisting with this process.
5. Share your thoughts with one another about the influence of race, ethnicity, gender, sexual orientation, religion, and class on the counseling and the supervision process.

Supervisee

Describe how you would like to increase your awareness of personal cultural assumptions, constructs, and ability to work with clients from diverse cultures.

Supervisor

If the supervisee needs to consult with you prior to the next supervision session, discuss how you would like to be contacted. Also, if you are unavailable during a period of time, inform the supervisee of an alternate supervisor who will be available in your absence.

ETHICS & ISSUES IN THE SUPERVISORY RELATIONSHIP

1. Discuss the Code of Ethics and Standards of Practice. Review key issues not listed in this section.
2. A professional relationship is maintained between the supervisor and supervisee. The supervisor and supervisee do not engage in social interaction that interferes with objectivity and professional judgment of the supervisor.
3. After the initial supervisory meeting, the supervisee and supervisor can reestablish goals, expectations, and discuss roles of the supervisory process. The supervisor and supervisee provide one another with regular feedback.
4. During the initial counseling session, the supervisee will inform the client that she/he is in training and is being supervised. If the supervisee wishes to audiotape or videotape, the client needs to give written consent.
5. Discuss confidentiality and the importance of obtaining a written release from the client prior to consultation with other professionals who are serving the client.
6. The supervisor is ultimately responsible for the welfare of the supervisee's clients. During each supervisory session, the supervisee will review each client's progress and relate specific concerns to the supervisor in a timely manner.

Expectations of the Supervisory Process

Supervisor

1. Describe your theory of counseling and how it influences your counseling and supervision style.
2. Discuss your theory or model of supervision.

Supervisee

1. Discuss your learning style and your developmental needs.
2. Discuss your current ideas about your theoretical orientation.

Expectations of Supervisory Sessions

Supervisee

Discuss your expectations about the learning process and interest in reviewing audiotapes, videotapes, and case notes.

Supervisor

1. Describe the structure and content of the weekly supervisory sessions.
2. Discuss your expectations regarding supervisee preparedness for supervisory sessions. (Audiotapes, Videotapes, Case Notes)

3. CACREP standards require students in their internship experience to receive a minimum one-hour of individual supervision per week and ninety minutes of group supervision each week.
4. The weekly supervisory session will take place face-to-face in a professional environment that insures confidentiality. Decide the location, day, and time.

Expectations Regarding Evaluation

Supervisee

Discuss your interest in receiving weekly feedback in areas such as: relationship building, counseling techniques, client conceptualization, and assessment.

Supervisor

1. Discuss your style of providing verbal feedback and evaluation.
2. Provide the supervisee with a copy of the formal evaluation you will use; discuss the evaluation tools and clarify specific items that need additional explanation.
3. Discuss the benefit of self-evaluation; provide a copy of self-evaluation forms, and clarify specific items that need additional explanation.

Supervisor's Signature

Date

Supervisee's Signature

Date

Intern Performance Evaluation Form

Student: _____	Date _____
Supervisor: _____	Site _____
Term: ___ Fall ___ Winter ___ Spring ___ Summer Intern's final term at site? ___ Yes ___ No	
Term in Practicum/Internship Sequence: ___ First ___ Second ___ Third ___ Fourth or More	

The site supervisor should complete this form at the end of each term and it should be given to your PSU faculty supervisor. Five domains of Intern competence are listed below along with specific items in each domain. Circle the number to the right of each item that best describes your perceptions of the intern's skills compared to all other people you have trained at the same level of professional development. If the current evaluation is for the intern's final term at the site, it should be treated as a summative evaluation. (The term "client" as used herein refers to any person receiving services including students, parents, teachers or patients.)

Counseling Skill Competency	IO = <i>Inadequate Opportunity to Observe</i> NR = <i>Not Relevant to the Setting</i>						
	<i>Clearly Deficient</i>	<i>Clearly Adequate</i>	<i>Clearly Excellent</i>				
	1	2	3	4	5	IO	NR
1. Establishes a working relationship with clients.	1	2	3	4	5	IO	NR
2. Gains client confidence.	1	2	3	4	5	IO	NR
3. Gathers client historical information.	1	2	3	4	5	IO	NR
4. Facilitates the client expression of concern.	1	2	3	4	5	IO	NR
5. Specifies the client problems in concrete terms.	1	2	3	4	5	IO	NR
6. Provides appropriate information for goal clarification.	1	2	3	4	5	IO	NR
7. Helps client explore personal alternatives.	1	2	3	4	5	IO	NR
8. Establishes relevant counseling goals with client.	1	2	3	4	5	IO	NR
9. Implements an intervention strategy consistent with client information and goals.	1	2	3	4	5	IO	NR
10. Evaluates client progress with respect to goals.	1	2	3	4	5	IO	NR
11. Facilitates the client's resolution of concerns.	1	2	3	4	5	IO	NR
12. Appropriately refers and terminates clients.	1	2	3	4	5	IO	NR
13. Understands theoretical and conceptual principles as applied to particular client problems.	1	2	3	4	5	IO	NR
14. Understands diverse cultural, ethnic, sexual, and social backgrounds and values	1	2	3	4	5	IO	NR

Information Service & Assessment Skill Competency	<i>Clearly Deficient</i>	<i>Clearly Adequate</i>	<i>Clearly Excellent</i>				
1. Familiar with current information services.	1	2	3	4	5	IO	NR
2. Uses current sources of information.	1	2	3	4	5	IO	NR
3. Helps client accumulate and interpret information relevantly.	1	2	3	4	5	IO	NR
4. Helps client accumulate and interpret information relevantly.	1	2	3	4	5	IO	NR
5. Appropriately chooses methods of assessment to determine client concerns, problems, or characteristics.	1	2	3	4	5	IO	NR
6. Appropriately administers assessments.	1	2	3	4	5	IO	NR
7. Appropriately interprets and uses assessment results with client and others.	1	2	3	4	5	IO	NR
Supervision Competency	<i>Clearly Deficient</i>	<i>Clearly Adequate</i>	<i>Clearly Excellent</i>				
1. Meets with supervisor as scheduled.	1	2	3	4	5	IO	NR
2. Forms working relationship with supervisor.	1	2	3	4	5	IO	NR
3. Handles feedback well.	1	2	3	4	5	IO	NR
4. Uses supervision constructively.	1	2	3	4	5	IO	NR
5. Open to growth and learning.	1	2	3	4	5	IO	NR
Professional Skill Competency	<i>Clearly Deficient</i>	<i>Clearly Adequate</i>	<i>Clearly Excellent</i>				
1. Willingly assumes responsibility	1	2	3	4	5	IO	NR
2. Establishes and maintains facilitative working relationship with staff.	1	2	3	4	5	IO	NR
3. Shares skills and competencies with peers and supervisors.	1	2	3	4	5	IO	NR
4. Shares weaknesses with staff in order to improve and is aware of skill and /or ability limitations.	1	2	3	4	5	IO	NR
5. Relates appropriately to non-client community members.	1	2	3	4	5	IO	NR
6. Behaves professionally (e.g., demeanor, dress, language, etc.).	1	2	3	4	5	IO	NR

7. Organizes and recognizes implications of case material.	1	2	3	4	5	IO	NR
8. Accurately evaluates own counseling session performance.	1	2	3	4	5	IO	NR
9. Behaves ethically and responsibly with clients, colleagues, and adjunct agencies.	1	2	3	4	5	IO	NR
10. Knows legal rights of clients.	1	2	3	4	5	IO	NR
11. Knows legal aspects of counseling.	1	2	3	4	5	IO	NR
12. Participates in staff in-service training.	1	2	3	4	5	IO	NR
13. Shows commitment to providing service at site.	1	2	3	4	5	IO	NR
14. Manages time well.	1	2	3	4	5	IO	NR
15. Follows through on professional commitments.	1	2	3	4	5	IO	NR
Case Management Skill Competency	<i>Clearly Deficient</i>	<i>Clearly Adequate</i>	<i>Clearly Excellent</i>				
1. Knows community resources.	1	2	3	4	5	IO	NR
2. Appropriately uses referral within and outside the site.	1	2	3	4	5	IO	NR
3. Responsibly schedules and meets with clients.	1	2	3	4	5	IO	NR
4. Keeps adequate and timely client records.	1	2	3	4	5	IO	NR
5. Consults with other staff regarding client needs.	1	2	3	4	5	IO	NR
6. Fulfills administrative responsibilities of the position.	1	2	3	4	5	IO	NR
7. Understands components of Behaviorally Specific Plans, IEP's, YST's and SST's.	1	2	3	4	5	IO	NR
Personal Goals	<i>Clearly Deficient</i>	<i>Clearly Adequate</i>	<i>Clearly Excellent</i>				
Goal 1: _____ _____	1	2	3	4	5	IO	NR
Goal 2: _____ _____	1	2	3	4	5	IO	NR
Goal 3: _____ _____	1	2	3	4	5	IO	NR

Definition of Hours

Direct Hours: 240 total

- Direct counseling with one or more students. This includes: individual counseling, group counseling, and family counseling.
- Co-counseling with intern and supervisor working together
- Teaching guidance curriculum to classrooms
- Supervision of practicum students...This includes viewing their sessions, role-playing with them and one-to-one discussions between practicum students and supervisors.
- Consultation with other counselors, teachers, parents and faculty regarding interventions and goals tied to student success

Individual Supervision (1 hour per week).

- One-to-one meetings between intern and site supervisor

Professional Group Supervision (1 1/2 hours per week.)

- Action Research Supervision hours.
- Consultation with counseling professionals regarding professional practice and supervision.
- Intern group meetings at practicum supervision site

Other Prep, Research and Consultation

- Preparation work
- Research

INTERNSHIP HOURS SUMMARY FORM
Portland State University
School Counseling Specialization

School Counseling: Early Childhood/Elementary

Intern _____ Term/Year _____
Intern Phone Number _____ Credit Hours Registered _____
Site _____ Starting Date _____
Site Supervisor _____ Ending Date _____
Site Principal _____ Site Phone # _____

Direct Hours _____
Individual Supervision Hours _____
Group Supervision: _____
Other: _____
TOTAL HOURS: _____

Student Signature: _____ Date _____
Site Supervisor Signature: _____ Date _____

School Counseling: Middle/High School

Site _____ Credit Hours Registered _____
Term/Year _____ Starting Date _____
Site Supervisor _____ Ending Date _____
Site Principal _____ Site Phone # _____

Direct Hours _____
Individual Supervision Hours _____
Group Supervision: _____
Other: _____
TOTAL HOURS: _____

Student Signature: _____ Date _____
Site Supervisor Signature: _____ Date _____

SUPERVISEE'S EVALUATION OF SUPERVISION EXPERIENCE

Supervisee's Name: _____ Level: _____ HS/MS or Elem. _____ Date: _____

Please circle the response that described your supervision experience most accurately.
Strongly Disagree = 1 2 3 4 5 6 7 = Strongly Agree

INITIAL SUPERVISORY SESSION

- | | |
|--|---------------|
| I identified personal goals for supervision. | 1 2 3 4 5 6 7 |
| I was informed of necessary preparations for regular sessions. | 1 2 3 4 5 6 7 |
| I determined areas for professional growth and development. | 1 2 3 4 5 6 7 |
| I was informed of my supervisor's expectations regarding formal and informal evaluation such as live supervision, feedback, and written evaluations. | 1 2 3 4 5 6 7 |
| I was informed of the necessity of formal and informal self-evaluations. | 1 2 3 4 5 6 7 |
| I was informed about the planned structure and nature of the supervisory meetings. | 1 2 3 4 5 6 7 |
| I provided input regarding my expectations of the supervisory relationship. | 1 2 3 4 5 6 7 |

SUPERVISORY RELATIONSHIP

- | | |
|--|---------------|
| My supervisor and I have a positive rapport. | 1 2 3 4 5 6 7 |
| My supervisor considered our supervisory relationship a priority. | 1 2 3 4 5 6 7 |
| My supervisor made it comfortable to communicate with him/her. | 1 2 3 4 5 6 7 |
| My supervisor is culturally sensitive. | 1 2 3 4 5 6 7 |
| My supervisor shared and negotiated expectations of supervision. | 1 2 3 4 5 6 7 |
| My supervisor made it comfortable for to discuss strengths and weaknesses about my counseling skills. | 1 2 3 4 5 6 7 |
| My supervisor refrained from counseling me except in areas that addressed my effectiveness with clients. | 1 2 3 4 5 6 7 |
| My supervisor would refer me for counseling when appropriate. | 1 2 3 4 5 6 7 |
| My supervisor would provide me with the name of an alternative supervisor in her or his absence. | 1 2 3 4 5 6 7 |

ETHICS & ISSUES

My supervisor and I reviewed the American Counseling Association Code of Ethics and Standards of Practice.	1 2 3 4 5 6 7
Any potential dual relationship issues were addressed directly and appropriately.	1 2 3 4 5 6 7
My supervisor would not abuse the power differential in our relationship.	1 2 3 4 5 6 7
My supervisor explained the necessity of informing my client that I am a counselor in training who is being supervised.	1 2 3 4 5 6 7
We discussed the importance of obtaining the client's written consent to audio tape or video tape.	1 2 3 4 5 6 7
The expectations, goals, and roles of the supervisory process were explained.	1 2 3 4 5 6 7
My supervisor explained the importance of confidentiality.	1 2 3 4 5 6 7
I was informed of the need to obtain the client's written consent prior to consulting with other professionals who are serving the client.	1 2 3 4 5 6 7
I was made aware that my supervisor is ultimately liable for the welfare of my clients. My supervisor monitored my client's welfare.	1 2 3 4 5 6 7

SUPERVISORY PROCESS

I was informed of the potential impact of my supervisor's theoretical orientation on the supervisory process.	1 2 3 4 5 6 7
I was encouraged to determine a theoretical orientation.	1 2 3 4 5 6 7
My supervisor was responsive to my theoretical orientation.	1 2 3 4 5 6 7
I was taught therapeutic skills.	1 2 3 4 5 6 7
My supervisor was responsive to my learning style.	1 2 3 4 5 6 7

SUPERVISORY SESSIONS

I met with my supervisor in a confidential face-to-face environment on a weekly basis.	1 2 3 4 5 6 7
My supervisor and I discussed each of my client's progress every week.	1 2 3 4 5 6 7
My supervisor and I reviewed audiotapes.	1 2 3 4 5 6 7
My supervisor and I reviewed videotapes.	1 2 3 4 5 6 7
My supervisor and I participated in live supervision.	1 2 3 4 5 6 7
My supervisor focused on the content of the counseling session.	1 2 3 4 5 6 7
My supervisor focused on the process of the counseling session.	1 2 3 4 5 6 7

My supervisor helped me develop hypotheses about client behavior. 1 2 3 4 5 6 7

My supervisor modeled specific interventions. 1 2 3 4 5 6 7

EVALUATION PROCESS

During our initial supervisory session, I was provided a copy of the formal evaluation instrument. 1 2 3 4 5 6 7

My supervisor initiated helpful conversations about the strengths in my counseling skills. 1 2 3 4 5 6 7

My supervisor initiated helpful conversations about areas of growth needed in my counseling skills. 1 2 3 4 5 6 7

I received written feedback or evaluation on a regular basis. 1 2 3 4 5 6 7

My supervisor would refer me for remedial assistance to overcome personal or professional limitations. 1 2 3 4 5 6 7

I received verbal summative evaluation during the final supervisory session. 1 2 3 4 5 6 7

I received a written summative evaluation during the final supervisory session. 1 2 3 4 5 6 7

(To be completed by intern and turned into your PSU faculty supervisor at the end of each internship experience)

References

Counselor Supervision, Program in Counselor Education. Retrieved January 23, 2002 from University of North Texas, College of Education Web site:
<http://www.coe.unt.edu/cdhe/supervision.html>

School Counselor Licensure Checklist
Initial School Counselor License – Track I & II and Licensure Only
(Track I = T1 _____, Track II = T2 _____, Licensure Only = LO _____)

Program and TSPC requirements:

- Licensure Program of Study
(T1, T2, LO)
- Completion of Masters Degree posted on an official transcript
(T1, T2, LO)
- PSU Official Transcript – submitted to Educational Licensing (credits must be posted, with grades)
(T1, T2, LO)
- Praxis Scores: ALL Specialty Area Test (School Counseling and Guidance #20420)
(T1, T2, LO)
- Basic Skills test passed: CBEST _____ **OR** PRAXIS PPST _____

(T1, T2, LO –If you were previously licensed in Oregon as a Basic or Initial Teacher you do not need to send PSU or TSPC your scores.)

- Fingerprinting by TSPC? PSU does not need proof, but all educators must be fingerprinted through TSPC.
(T1, T2, LO)
- Anti Discrimination Workshop Certificate

Teaching Experience:

- Proof of two years licensed teaching experience
(T1)
- Track II Teaching Experience Summary Report
(T2, LO)
- Student Teaching Evaluation Report: Quarter 1 _____ Quarter 2 _____ Quarter 3 _____
(T2, LO)
- Effective Teaching Work Sample
(T2, LO)

Internship:

- Authorization Level Documentation
EC/EL _____, ML/HS _____, or EC/EL/ML/HS _____
(T1, T2, LO)
- Initial Counselor Summary Report
(T1, T2, LO)
- Initial Counselor Practicum Report: Term 1 _____ Term 2 _____ Term 3 _____
(T1, T2, LO)
- Initial Counselor Portfolio Assessment
(T1, T2, LO)

PLEASE NOTE: All forms need to be properly signed and dated!

H:\Licensure\COUN\File Review COUN.doc

Counselor License Requirements TO BE MAILED TO TSPC

Completed program means you have met all:

You have taken and passed all required CBEST and/or PRAXIS exams.

You have taken and passed all courses within the Counselor Educator Program.

You will gather and retain items 1 - 6 until you have completed your licensure program.

- 1. CBEST/PPST: **Original** score report showing proof of passing. **(one of the little cards from Cbest)**
- 2. **Original** Praxis subject area score report
- 3. Anti-discrimination Certificate (**Copy**)
- 4. One official transcript (sealed) from **ALL** institutions where you have taken course(s). NOTE: You must have your Master's Degree posted before you can apply for licensure.
- 5. **C-1 and C-2 Application For Educator License**
- 6. Please order **two** official transcript from **PSU's Transcript Office** to be sent to Educational Licensing upon completion of the Counselor Educator Program.
NOTE: You must have your Master's Degree posted before you can apply for licensure.

You will enclose items (1 - 6), and your check in the amount of \$75.00, made out to TSPC, in one large envelope.

Send directly to:

Teacher Standards & Practices Commission
465 Commercial St NE
Salem, OR 97301

It will take TSPC approximately 30 days to process your license.

- 7. **Do you have everything?**

LICENSURE INFORMATION For the School Counselor in the STATE OF OREGON

Licensure: School Counselor

School counselors are licensed through the Teacher Standards and Practices Commission (TSPC) of Oregon. Awarding of this licensure is dependent upon completion of a TSPC-approved curriculum and submission of a passing score on the NTE Specialty Exam in counseling. Forms for requesting this licensure are available through the Graduate School of Education's Educational Licensing Specialist, GSE 606A. If you have not been fingerprinted or had an anti-discrimination workshop, you will need to do so before you can become licensed.

****When taking the Praxis, Request a copy of the score report to be sent to Portland State University. You do not need to request the testing company to send a report to TSPC.**

1. Near the end of your internship, see the Licensing Specialist in room 606A of the Graduate School of Education to pick up the TSPC license application packet of forms. Included in this packet are forms C-1, C-2, and an official transcript request form. You can also request the packet by phone (503-725-4758).
2. Complete the side for teachers only.
3. Retain the C-1 form along with your original Praxis Test Score Report.
4. Use the Transcript Request Forms to have two official PSU transcripts sent to "Educational Licensing." (The staff in the transcripts office knows who that is.) Make sure all of your grades are posted before they run the transcripts.
5. Send your completed C-2 form to:

**Graduate School of Education
Attn: Licensing Specialist
Portland State University
P.O. Box 751
Portland, OR 97207**

6. When you receive an envelope from the PSU Licensing Specialist marked "**TO BE OPENED BY TSPC ONLY**", enclose that envelope, your original Praxis Test Score Report, your C-1 form, and a \$75.00 check made out to TSPC in one large envelope. Send to:

**Teacher Standards and Practices Commission
465 Commercial St. NE
Salem, OR 97301**

It will take TSPC approximately 30 days to process your license.

See www.tspc.state.or.us or contact TSPC at the above address or by phone or e-mail:

(503) 378-3568 contact.tspc@state.or.us for more information.

WASHINGTON STATE

Washington State School Counselor Certification

For more information about Washington State school counselor licensure visit www.k12.wa.us/cert on the web and link to WAC 180-79A and link to 180-79A-221. For more information, write, call, or e-mail the Office of the Superintendent of Public Instruction (OSPI).

Professional Certification
Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200
Telephone: (360) 725-6400
FAX: (360) 586-0145
cert@ospi.wednet.edu

POSTGRADUATE CONCERNS

Supervision and Licensure

To qualify for licensure as a professional counselor under ORS 675.715 (3), an applicant shall have completed three years of full-time supervised counseling experience. The applicant must have completed no less than 2,400 **direct client contact hours** (up to 800 of those hours may be completed during the clinical portion of the degree program) and 120 supervision hours with a qualified supervisor.

Other specific requirements apply. For further information, contact the Oregon Board of Licensed Professional Counselors and Therapists:

(503) 378-5499 email: lpc.lmft@state.or.us website: www.oblpct.state.or.us

Continuing Education

Every two years between April 1 and March 31 of even numbered years you must complete (40) clock hours of continuing education in order for your license to be renewed.

You may obtain the 40 clock hours in a variety of ways:

- all 40 hours may be education/training hours such as workshops, seminars, college classes;
- up to 20 hours may be gained through clinical supervision/consultation by a state licensed mental health professional;
- up to 10 hours may be obtained through “distance learning” including correspondence programs or television courses; or up to 10 hours may be attained for professional publication (5 per publication)
- at least 10 hours MUST be attended education/training

Other specific requirements apply. For further information, contact the Oregon Board of Licensed Professional Counselors and Therapists:

(503) 378-5499 email: lpc.lmft@state.or.us website: www.oblpct.state.or.us

USEFUL RESOURCES

BOOKS

Alle-Corliss, L & Alle-Corliss R. (1998) *Human Service Agencies: An Orientation to Fieldwork*. Pacific Grove, CA: Brooks/Cole Publishing Company.

Halloway, E. (1995). *Clinical Supervision: A Systems Approach*. Thousand Oaks, CA: Sage Publications.

Baird, B. (1999). *The Internship, Practicum, and Field Placement Handbook: A Guide for the Helping Professions*. Upper Saddle River, NJ: Prentice Hall.

WEBSITES

www.counseling.org (American Counseling Association)

www.counseling.org/CACREP (CACREP site)

www.tspc.state.or.us (TSPC)

www.schoolcounselor.org (American School Counselor Association)

www.oblpct.state.or.us (Oregon Board of Licensed Professional Counselors and Therapists)

www.crc certification.com (Commission on Rehabilitation Counselor Certification)

www.nchrtm.okstate.edu/arca (The Alliance for Rehabilitation Counseling)

<http://nrca-net.org> (National Rehabilitation Counseling Association)

Professional Practice Portfolio Guidelines

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Part I: School Counseling at Portland State

Program Overview

Purpose

The purpose of the School Counseling specialization is to provide an opportunity for well-qualified candidates to become licensed School Counselors in Oregon. In order to assure ourselves of a high-quality program, the School Counseling specialization is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). We encourage candidates to become actively involved in their professional organizations--the American School Counselor Association and the Oregon School Counselor Association.

The PSU School Counselor Specialization is guided by a contextual learning theory that assumes counselors-in-training develop more effectively when they are placed in authentic contexts in well-supervised settings where they work shoulder-to-shoulder in finding solutions to educational problems. Furthermore, our belief that school counselors must reflect upon the effectiveness of their interventions and counseling program, and to that end, the Professional Practice Portfolio is one approach for helping professionals document their actions and reflections in serving clients.

Specialization and Licensure Options

Counselor Education offers three TSPC approved School Counseling specialization options. The **Track I** and **Track II** options lead to a master's degree accredited by the Council of Accreditation of Counseling and Related Educational Programs (CACREP). **Licensure Only Option** exists for individuals with a master's degree in counseling or a related field who want to be licensed as school counselors in Oregon.

The Track I option is a 72-quarter credit program for individuals who hold a valid Oregon teaching license and have completed two years of successful teaching. Track I students earn a master's degree in the Counselor Education: School Counseling specializations are eligible for the Initial license upon documenting the required TSPC requirements. Students' licensure entails a 600-hour internship that includes work samples, action research, and related projects that are part of a Professional Practice Portfolio. Candidates must complete 400 internship hours at one level and 200 hours at a second level (Early Childhood/Elementary or Middle/High). Candidates being recommended for one level at the time they are recommended for the Initial School Counselor License must complete a 400-hour internship at the second level prior to being recommended for the Continuing School Counselor License.

The Track II students are required to complete a 200-hour, 6-quarter credit requirement in Effective Teaching to be recommended for licensure. Like Track I students, they complete the 72 credit master's degree in Counselor Education: School Counseling specialization, and must apply for a Continuing School Counselor License after three years experience (as described above). Additionally, Track II students are required to complete internship experiences at elementary and middle/high school levels prior to being recommended for the Initial School Counselor License.

Licensure Only Option offers individuals who hold a master's degree in counseling or a related clinical field the opportunity to meet the requirements for licensure. The licensure only

option allows qualified individuals who want to become school counselor's entrance into the school counseling profession. Some candidates are individuals who have PhDs or LPCs. Clearly, PSU wants to open doors for these individuals who have so much to offer in helping school counselors meet the challenges inherent in the profession. At the same time, they must complete a comparable program that includes the school counseling core courses within the PSU school counseling specialization. Most of these candidates do not have two years successful teaching experience as licensed teachers, and they must complete the Effective Teaching requirement and additional course work to be eligible for licensure.

As part of their program, students complete a 600-hour Internship that includes work samples that are part of a Professional Practice Portfolio. Candidates must complete 400 internship hours at one level and 200 hours at a second level (Early Childhood/Elementary or Middle/High). Licensure requirements entail a 600-hour internship that includes work samples, action research, and related projects that are part of a Professional Practice Portfolio. Candidates must complete 400 internship hours at one level and 200 hours at a second level (Early Childhood/Elementary or Middle/High). Candidates being recommended for one level at the time they are recommended for the Initial School Counselor License must complete a 400-hour internship at the second level prior to being recommended for the Continuing School Counselor License.

Continuing School Counselor License

After receiving an Initial School Counselor License, the Professional Practice Portfolio will be developed to meet the Continuing License advanced competencies. Candidates must obtain three years of one-half time or more counseling experience prior to applying for the Continuing School Counselor License. As part of those requirements, candidates must submit their Professional Practice Portfolio with evidence indicating how they have fulfilled the Continuing License competencies during a minimum three years of professional practice as professional school counselors with an Initial School Counselor License; Candidates will have to complete a nine credit Continuing School Counselor License program. Please ask your advisor for a copy of the Continuing School Counselor packet.

Responsibility

Portland State University recommends students for licensure. Our School Counseling specialization is approved by TSPC but TSPC is the licensing body making final decisions regarding licensing requirements. Students taking longer than three years to complete the program may risk having to meet revised TSPC requirements. We make every effort to keep students informed regarding changes in requirements but students are responsible for meeting all the licensing requirements defined by TSPC.

Mission Statement

The School Counseling Specialization Graduate School of Education Portland State University

The School Counseling Specialization at Portland State University is designed to prepare knowledgeable and competent professional school counselors who: (1) advocate care and support for all students, (2) engage in participatory leadership to help all students reach high academic expectations, (3) collaborate with others in and beyond their school communities to ensure opportunities for meaningful participation for all students, and (4) commit to lifelong professional development.

We prepare professional school counselors to develop comprehensive school counseling programs based on the **American School Counselor Association National Model**, **Oregon's Comprehensive Counseling and Guidance Framework**, and Oregon's Teacher Standards and Practices Commission school counselor competencies. We teach school counselors to actively engage as self-reflexive practitioners in developing and evaluating counseling programs and educational practices that promote teaching effectiveness, community responsibility, and social justice. We are guided by **Oregon's Comprehensive Counseling and Guidance Framework** to enhance the learning of all students by integrating academic, career, personal /social development, and community involvement. We promote collaboration between school counselors and other professionals to create learning communities where students are engaged as learners, passionate about what they do, and empowered as people. We are informed by a vision for school counselors that defines five school counselors competencies: (1) leadership, (2) advocacy, (3) teaming and collaboration, (4) counseling and coordination, and (5) assessment and use of data.

Relationship: Providing Care and Support

Our master's degree program is designed to help professional school counselors foster effective human relationships grounded in respect for and celebration of diversity, the support for the learning success of all students, and the recognition that human development is a lifelong endeavor. School counselors must be knowledgeable and competent in fostering positive relationships that link students, parents, teachers, administrators, and the larger school community in conversations and actions directed toward the care and support of all youth.

Structure: Defining High Expectations

Our master's degree program is committed to social justice and high expectations for all students. School counselors are responsible for advocating that high expectations be defined in a manner that ensures opportunities for success for all students. School counselors are responsible for recognizing and confronting cultural, socio-economic, and other inequities, such as racism, sexism, ageism, classism, consumerism, homophobia, and institutional and instructional approaches that limit educational access for students with special needs. We prepare school counselors to be assertive advocates who reduce the effect of environmental, institutional, and attitudinal barriers that impede student success. We focus considerable efforts on poor and minority students in order to ensure that all students complete school,

prepared to choose from a wide range of post-secondary options, including college. We teach school counselors to work within their organizations to promote community peace and the fulfillment of human potential.

Community: Opportunities for Meaningful Participation

Our master's degree program is committed to meaningful participation for all students. Our school counselors collaborate with professionals within the school and with members of the community to develop contextual learning opportunities that engage students in learning activities with adult mentors, service projects, and other community enterprises. Our school counselors help students see that social/personal, academic, and career preparation are connected to the real world and that assessment is authentically grounded in activities students themselves find meaningful.

Commitment to Lifelong Professional Development, Research, and Evaluation

Our master's degree program prepares school counselors to enter the profession with a commitment to lifelong development. We believe effective school counselors take on the role of being participatory leaders engaged in the ongoing assessment and research directed toward the success of all students. In our program, students are engaged as participatory learners through an active program of evaluation and action research. We want our school counselors to be self-reflexive practitioners who take a collaborative approach to research that engages in real world research that arises from their experience, definition of questions for study, courses of action taken, and analysis and interpretation of findings. To this end, students generate their own projects documenting prevention and intervention strategies, complete action research projects, and prepare a Professional Practice Portfolio as an authentic forms of assessment. As participatory leaders, our professionals are expected to post examples of their work on the PSU school counseling web page.

Professional Practice Portfolio Documentation

Interns are required to organize a Professional Practice Portfolio (PPP) that demonstrates how they meet or exceed the 14 TSPC competencies defined for candidates seeking Initial School Counselor License (OAR 584-070-0011).

This section defines some terms and describes how to organize your PPP. Later sections will show the criteria that will be used to assess your PPP by your field-based supervisor and your university-based, counselor education supervisor.

The PPP may contain but is not limited to the following support materials (Cobia, Carney, and Shannon, 2000; Lewis, in progress):

1. **Artifacts:** materials normally produced or developed in courses or training as part of course assignment (guidance curricula, group session plans, career counseling lessons, papers, etc.). As well as lists of activities that you do as a school counselor, time logs, and other documentation.
2. **Action Research or Projects:** materials are similar to artifacts that weigh or focus upon measurable outcomes. Action research and projects attempt to investigate or develop what works in specific school counseling contexts. Projects, action research, and work samples demonstrate what you have actually done as a professional school counselor in a school. Case studies, specific comprehensive counseling and guidance program projects, web site development, etc.
3. **Reproductions:** materials that demonstrate actual practice, skills, or interventions such as audio/ videotaped sessions or class presentations (with client permission, of course). Having videotape is not required in the PPP. A transcription of a verbatim exchange with a client as part of a case study will fit into the notebook as well as certificates for clients, letters to clients, etc.
4. **Reflections:** materials that demonstrate thoughts about professional perspective, self-assessment, professional development, work plans, structured narratives, journals, critiques, etc. What do you think? What works? What ideas or theories guide your practice?
5. **Attestations:** evaluations from practicum supervisors (Practicum Skills Assessment and Library Skills Rubric), evaluations from intern supervisors, letters or notes regarding special services rendered, presentations, certificates received, publications, etc.
6. **Web page posting:** As a requirement at least one project will need to be submitted for posting on the school counseling web page by the end of your internship year (see pg. 53 for more information).

Candidates should purchase a three-ring notebook for their PPP. Students have some flexibility in organizing their PPP but there should be 14 sections for each of the School Counselor Objectives defined by TSPC. Action research and other major projects may be placed in a separate notebook for the appendices; most action research and other major projects will fit into more than one TSPC competency.

Students may add support documentation to their PPP at any time during the program. At the same time, the program faculty does not have time or resources to assess the Professional Practice Portfolio unless the student is enrolled in specific course work that focuses on professional development using the Portfolio for evaluation, i.e. Practicum, Internship, or Professional Portfolio.

Professional Practice Portfolio Contents

I. Contents checklist

1. Professional Self-Appraisal: What school counselors should do to help all students
2. Program of Study: A course summary of Counselor Education program
3. Teaching Experience Verification
4. Practicum Skills Assessment and Library Skills Rubric
5. Quarterly Initial School Counselor Practicum Reports
6. Initial License Professional Practice Practicum Summary
7. Portland State University PPP Assessment and Rubric
8. Time logs: 400 hours at one authorization level and 200 hours at a second level
9. Professional Involvement, memberships, etc.
10. Structured Narratives and Reflection
11. Additional Requirements as defined by TSPC: CBEST, PRAXIS, etc.
12. 14 TSPC Objectives for Initial School Counselor License
13. Appendices: Separate notebook for artifacts supporting work as professional school counselor, i.e. projects, action research, case studies, etc.

II. Contents Described

1. Professional Self-Appraisal: What do you think school counselors should do to help all students?
 - a. As an introduction, write a two-three-page self-appraisal regarding: 1) what you think counselors should do to help all students; 2) what actions you have taken in the program that demonstrate your competency to help all students to be successful.
2. Program of Study: Summary of Counselor Education program
 - a. Using Banner or simply copy the program of study you completed at PSU, list the courses and grades you received while in the program (GO-12 form will work).
3. Teaching Experience Verification
 - a. Track I: 1) A copy of your teaching license; 2) a letter from school district indicating two years experience as successful licensed teacher. TSPC may require additional verification forms.
 - b. Track II: 1) Teaching Summary Report; 2) Work Sample Rubric; 3) Successful completion of six credits of Effective Teaching and 200 hour experience.
4. Practicum Skills Assessment and Library Skills Rubric
 - a. Copy of your Practicum Skills Assessment as completed by supervising intern and university faculty during Practicum.
 - b. Copy of Library Skills Rubric as supplied in Action Research course.
5. Quarterly Initial School Counselor Practicum Reports (Internship quarterly reports)
 - a. Copy of each quarter's Practicum Report.
6. Initial License Professional Practice Practicum Summary
 - a. Copy of the final Practicum Summary (this is completed at the end of Internship).

7. Portland State University Professional Practice Portfolio Assessments and Rubric
 - a. Copy of Assessment and Rubric regarding your Professional Practice Portfolio.
8. Time logs
 - a. 400 hours at one authorization level (elementary or middle/high school).
 - b. 200 hours at a second authorization level.
 1. Including a minimum of 240 direct service hours.
 2. Including a minimum of 45 hours of professional group supervision.
 3. Including a minimum of 30 hours of individual supervision with site supervisor.
 4. Including a minimum of 280 hours of other duties normally performed by the school counselor.
9. Professional Involvement
 - a. Memberships in professional organizations, i.e. American School Counselor Association, Oregon School Counselor Association, etc. (Copies of membership cards, etc.).
10. Structured Narratives and Reflection
 - a. Assigned work from any courses, such as Structured Narratives, reflection papers, and other documents that capture your evolution as a professional school counselor.

This section attempts to capture your professional development and growing identity as a school counselor. You may refer to appendices but this section may contain actual structured narratives and reflection papers completed during your counselor education program. In many ways, your self-appraisal at the beginning of the PPP should draw upon these artifacts, reflections, and attestations. The Reflection section is the section is also where you put what others professionals, parents of students, students, and colleagues have said about your work. Since it is about what you think about yourself as a professional, you also put your professional self-disclosure in this section. Wonder about yourself as a professional.

Winslade, Crocket, Monk, and Drewery at the University of Waikato in New Zealand discuss “the storying of professional development” in Maculiffe & Ericksen’s (2000). Preparing Counselors and Therapists. Some questions you might consider regarding your own professional story are:

- What particular experiences have contributed to your developing understanding of your work as a professional school counselor?
- In what ways have you noticed yourself being curious about developments in your work? What have been the outcomes of that curiosity?
- In what have you noticed others responding differently to you as you have developed in your work as a professional school counselor?
- How would you make sense of these developments in ways that recognized your own contribution?
- How would you story your professional development at Portland State University? A saga? A soap opera?

11. Additional Requirements as defined by TSPC: CBEST, PRAXIS, etc.
 - a. Required tests as per TSPC.

12. 14 TSPC Objectives for Initial School Counselor License (584-017-0440)
 - a. List each of the 14 TSPC Objectives.
 - b. Cite what you have done to meet each objective. See Part II of these Guidelines for specific examples used to meet the requirements for each TSPC Objective.
 - c. Refer reader to appendices for evidence and artifacts that support how you have met specific TSPC Objectives.

13. Appendices: Use a separate notebook if necessary
 - a. Place artifacts supporting work as professional school counselor.
 - b. Document projects and action research that informs the school counseling program, i.e. projects that are developed in collaboration with your supervising school counselor during Internship.
 - c. Document via case studies work with individuals, families, and groups, i.e. case studies developed during Practicum or Internship.
 - d. Include teaching work samples and curriculum development projects.

PPP Part II:

Objectives for Initial School Counselor License

TSPC's 14 Objectives for Initial School Counselor License

(584-017-0440) Candidates for Initial School Counselor License possess the knowledge, skills, and competencies required for a school counselor. Below you will find the TSPC Objectives listed in **bold** and the steps you can take to document the objective described below.

1. Candidates develop and implement plans, which promote social and emotional development.

1) Action research or other evidence documents understanding of and ability to develop plans which promote social and emotional development. Evidence demonstrates knowledge and skills necessary to develop, implement, and evaluate plans, which promote social and emotional development. 2) Evidence such as case studies support effectiveness in delivering developmental counseling and guidance services which promote social and emotional development. 3) Counseling and guidance services include the following comprehensive guidance program elements: a) guidance curriculum b) individual planning c) responsive services d) system support. 4) Evaluation is guided by measurable indicators of success such as attendance, grades, grade level retention, future plans, state benchmarks, required exams, parent involvement, transition activities, peer mentoring, etc.

2. Candidates establish programs appropriate for group, individual, and family counseling.

1) Action research or other evidence such as case studies documents understanding of and ability to establish programs appropriate for group, individual, and family counseling. Evidence demonstrates knowledge and skills necessary to develop, implement, and evaluate programs appropriate for group, individual, and family counseling. 2) Evidence exists that programs are evaluated in terms of student academic development, career development, and personal/social development. 3) Evaluation is guided by measurable indicators of success such as attendance, grades, grade level retention, behavioral referrals, required exams, parent involvement, parent response to surveys, etc.

3. Candidates demonstrate interpersonal skills, working with others and communicating with community members.

1) Action research or other evidence demonstrates how counselor's interpersonal skills enable him/her to collaborate with a) colleagues, b) staff, c) parents, d) and the public. 2) Evidence exists that interpersonal skills enable counselor to work with members of the entire school community to help students gain positive attitudes and competence as a learners. 3) Evidence exists that school counselor is knowledgeable and competent in fostering positive relationships that link students, parents, teachers, administrators, and the larger school community in conversations and actions directed toward the care and support of all youth. 4) Evidence exists that interpersonal skills contribute to creating a more effective and respectful learning community. 5) Evidence to assess interpersonal skills is measured by surveys, university and site supervisor's evaluations, documented consultation with parents other departments, teamwork within the department, etc.

4. Candidates practice and promote group process, crisis resolution, anger management and violence prevention.

1) Action research and other evidence such as case studies support effectiveness in delivering process, crisis resolution, anger management, and violence prevention groups in promoting peaceful learning communities within schools. 2) Evaluation is guided by number of groups offered, and other measurable indicators of success such as reduction of violence by individuals, by groups, or within the entire school.

5. Candidates demonstrate ethical standards and knowledge of legal frameworks unique to counseling.

1) Action research or other evidence supports an understanding of ethical standards and laws applicable to counselors. 2) Evidence exists that counselor understands how their professional identity requires school counselors to function as positive educational leaders in schools and within their graduate program. 3) Evidence exists that counselor understands policies related to school counseling within district of employment. 4) Evidence exists that counselor understands ethical and legal issues in school counseling including, duty to warn, legal concerns about testing, non-custodial parents, etc.

6. Candidates collaborate with social service agencies providing services to students and families.

1) Action research or other evidence documents understanding of and ability to collaborate with social service agencies providing services to students and families. 2) Work sample(s) and other evidence, such as letters and other documents, support effectiveness in collaborating with social service agencies providing services to students and families. 3) Evidence exists that collaborations are evaluated in terms of support for student academic development, career development, and personal/social development. 4) Evaluation is guided by measurable indicators of success such as referrals to, communication with, and agreements between social service agencies or universities providing services to students and families.

7. Candidates support school to work transition and career planning.

1) Action research or other evidence documents understanding of and ability to effectively deliver individual, group, and program support for work transition and career planning. 2) Documentation will include a collaborative project with site supervisor to assess, promote, or develop school to work and career planning as guided by the National Career Development Guidelines, and the Career Related Learning Standards. 3) Plans to support work transition and career planning are integrated into the following comprehensive guidance program elements: a) guidance curriculum and b) individual planning. 4) Support for work transition and career planning includes teaching and guiding students in: a) acquiring the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan, b) completing school with academic preparation essential to choose from a wide range of substantial postsecondary options, including college, c) understanding the relationship of academics to the world of work, and to life at home and in the community. 5) Evidence exists is evaluated in terms of career development. Evaluation is guided by measurable indicators of success such as career stories, career portfolios, Career Information System data, a Write Way activities, job shadow records, college planning guides, future plans, etc.

8. Candidates assist with curriculum coordination as it relates to guidance activities.

1) Action research or other evidence documents understanding of and ability to assist with curriculum coordination as it relates to guidance activities. 2) Work sample(s) and other evidence such as student surveys and action research demonstrates knowledge and skills necessary to develop, implement, and evaluate curriculum as it relates to guidance activities. 3) Curriculum and guidance activities include the following comprehensive guidance program elements: a) guidance curriculum and b) individual planning. 4) Evidence exists that guidance activities are evaluated in terms of student academic development, career development, and personal/social development. 5) Evaluation is guided by measurable indicators of success such as attendance, grades, and completion of transition interventions such as A Write Way activities, etc.

9. Candidates understand student assessment as it relates to academic, career counseling and personal/social development.

1) Action research or other evidence documents understanding of student assessment as it relates to academic, career counseling, and personal/social development. Evidence demonstrates knowledge and skills necessary to administer instruments and interpret scores for individuals and groups. 2) Action research and other evidence such as case studies demonstrate how assessment has been used to inform students and parents regarding learning and educational possibilities. 3) Student assessment is viewed in the context of the following comprehensive guidance program elements: a) guidance curriculum b) individual planning c) responsive services d) system support. 4) Evidence exists that assessment relates to exploring possibilities inherent in student academic development, career development, and personal/social development. 5) Student assessment and instruments is guided by indicators of success such as improvement in meeting state benchmarks, growth in specific skill areas, such as reading, enhanced scores on college entrance exams, better attendance, grade level retention, parent education, etc.

10. Candidates assist with goal setting, learning skills and the development of self-directed learners.

1) Action research and other evidence such as case studies demonstrates knowledge and skills necessary to develop, implement, and evaluate effectiveness in helping students to set goals, learn to learn, and develop as self-directed learners. 2) Evidence exists that goal setting, learning skills, and development as a self-directed learner are evaluated in terms of student academic development, career development, and personal/social development. 3) Evaluation is guided by measurable indicators of success such as attendance, grades, grade level retention, state benchmarks, required exams, parent involvement, failure rates, etc.

11. Candidates support and develop plans, which respect difference and promote communication among diverse groups.

1) Action research, work sample(s) or other evidence demonstrate how school counselor supports and develops plans, which respect difference and promote communication among diverse groups. 2) Evidence exists that school counselor fosters effective human relationships grounded in respect for and celebration of diversity, support for the learning success of all students, and an understanding of lifelong human development. 3) Evidence exists that school counselor is knowledgeable and competent in fostering positive relationships that link students, parents, teachers, administrators, and the larger school community in conversations and actions directed toward the care and support of all youth. 4) Evidence exists that the

school counselor supports and develops plans, which respect difference and promotes communication among diverse groups. 5) Evidence exists that the school counselor creates and supports a safe environment for all students.

12. Candidates collaborate with school staff, families, and community members to meet individual student needs.

1) Action research, work sample(s) or other evidence documents understanding of and ability to collaborate with school staff, families, and community member to meet individual student needs. Evidence exists that school counselor collaborates with school staff, families, and community members to define solutions to help meet student needs. 2) Collaboration to meet individual student needs is viewed in terms of student academic development, career development, and personal/social development. 3) Evidence exists that shows how the candidate promotes the counseling program within the school by communicating information about the program to school staff, families, and community members. 4) Outcomes regarding how individual student needs have been met are measured by indicators of success such as attendance, grades, parent involvement, referrals to other services, as well as letters, notes, memos, other documents etc.

13. Candidates assist staff to understand the needs of all students.

1) Action research, work sample(s) or other evidence documents understanding of and ability to assist staff to understand the needs of all students. 2) Evidence exists that school counselor understands the Individuals with Disabilities Education Act (IDEA), Section 504, and other laws related to helping students with disabilities. 3) Evidence exists that school counselor assists staff in understanding racism and other forms of oppression; school safety and access for all students is promoted by offering such activities as multicultural in-services, workshops with special educators, etc.

14. Candidates demonstrate effective counseling techniques for individuals and small groups.

1) Action research or other evidence documents understanding of and ability to effectively counsel individuals and small groups. Evidence demonstrates knowledge, skills, and techniques necessary to help individuals and small groups. 2) Work sample(s) and other evidence such as case studies and videotaped sessions (with appropriate releases regarding confidentiality) demonstrate effective counseling for individuals and in small groups. 3) Evidence exists that counseling outcomes are evaluated in terms of student academic development, career development, and personal/social success. 4) Basic counseling skills and techniques are evaluated in the yearlong Practicum course using the Practicum Skills Assessment. Licensure Only students must offer evidence or other instruments used in measuring clinical effectiveness. 5) Evaluation is guided by measurable indicators of success such as attendance, grades, behavioral referrals, grade level retention, future plans, parent involvement, etc.

Getting Experience at Two Authorization Levels

Authorization Levels

(OAR 584-017-0465 and OAR 584-070-0010)

Candidates must complete two school counseling authorization levels.

TSPC has four levels of authorization for Teachers:

Early Childhood	Elementary	Middle	High
Age 3- Grade 4	Grades 3-8	Grades 5-10	Grades 7-12

School Counselors are authorized at two levels:

Early Childhood/Elementary		Middle/High
Age 3- Grade 8	And	Grades 5-12

- 6. Candidates collaborate with social and service agencies providing services to students and families.**

- 7. Candidates support school to work transition and career planning.**

- 8. Candidates assist with curriculum coordination as it relates to guidance activities.**

- 9. Candidates understand student assessment as it relate to academic, career counseling and personal/social development.**

- 10. Candidates assist with goal setting, learning skills and the development of self-directed learners.**

- 11. Candidates support and develop plans, which respect difference and promote communication among diverse groups.**

- 12. Candidates collaborate with school staff, families, and community members meet individual student needs.**

- 13. Candidates assist staff to understand the needs of all students.**

- 14. Candidates demonstrate effective counseling techniques for individuals and small groups.**

Posting Work on the School Counseling in Action Web Page: Pointers, Intern Projects and Research, Continuing Licensure, and Doctoral Projects

Getting your project posted on the School Counseling Web Page

(www.ed.pdx.edu/spedcoun/schcoun.html)

1. Guidelines for posting work: Pointers, Intern Projects and Research, Continuing Licensure, and Doctoral Projects

- Make sure you do not use copyrighted materials
- Do not use names of students or your school
- Once the work is posted, it's out there for the cyberworld to see
- Have the names of three peer reviews placed at top of page
- Make sure your name(s) and the date are at the top of the page

2. Submitting your work

- Type of file. Save your work in Word, HTML, or Adobe Acrobat.
- Word and HTML documents are "doc"
- Adobe Acrobat is "pdf"
- Naming how your work is saved. Type in your last name with no spaces.
- Work saved in Word would be submitted as: name.doc
or lewis.doc
- Submit saved work (Pointers, Intern Projects and Research, Continuing Licensure, and Doctoral Projects) to Dr. Lewis on floppy disk with your assignments. Dr. David Bullock will have a graduate assistant post the work on the website described below. Make sure your floppy has your name, e-mail address, and the name of what is saved. Also use the Disk Submission Form to insure that your information is catalogued correctly.

Accessing the Pointers, Intern Projects and Research, Continuing Licensure, and Doctoral Projects

Find the Counselor Education web page via the GSE web page

- School Counseling Program** describes the program
- Go to **School Counseling in Action** (scacoun.html)
- School Counseling in Action** has a section for **Pointers, Intern Projects and Research, Continuing Licensure, and Doctoral Projects**
- Work is posted according to school year beginning September, i.e. **2002**

Lewis & Bullock, 2003

Disk Submission Form
School Counseling Web Page

Please Circle One: Pointers Intern Projects and Research
Continuing Licensure Doctoral Projects

Year: 2003 2004

Title: _____

Author(s): _____

Peer Reviewers:

Check all spelling before submitting

www.ed.pdx.edu/spedcoun/schcoun.html

Fold here, place disk inside, staple edges

Part III: Forms

Checklist for Field-Based Supervision and Evaluation

Site-Based Supervisor

1. Review Standards for School Counselor
 - a. Meet one hour weekly with school counselor-in-training.
2. Each PSU term review Professional Practice Portfolio and TSPC Objectives.
 - a. Review counselor-in-training's Professional Practice Portfolio
 - b. Complete **Counselor Education Practicum Report** to indicate your professional assessment of counselor-in-training's demonstrated knowledge, skills, and competencies in meeting objectives defined by TSPC.
 - b. Review with counselor-in-training during three-way meeting with university faculty.
3. At completion of internship experience, complete an **Initial Counselor Summary Report**
 - a. Report indicates Supervisor's assessment of counselor-in-training's demonstrated knowledge, skills, and competencies as defined by TSPC.
 - b. Review with counselor-in-training.
6. Professional Practice Portfolio
 - a. Counselors-in-training are required to keep a Professional Practice Portfolio that demonstrates how they have met 14 TSPC Objectives.
 - b. Projects and action research are part of the Professional Practice Portfolio and should be defined in terms of meeting the TSPC Objectives.
 - c. Define school counseling need where student will be able to complete a project that demonstrates action taken to develop plans, interventions, or activities that improve the delivery of the comprehensive school counseling program.
 - d. The project follows an action research model. Topics include: crisis management plans, academic success of all students, scholarship program, parent outreach, new student orientation, school transitions, etc.
 - e. Review counselor-in-training's Professional Practice Portfolio and complete the **PPP Assessment Rubric**.
7. If **Initial Counselor Education Practicum Report** is not complete at time of meeting with University Supervisor and counselor-in-training, mail completed forms to University Supervisor to review counselor-in-training's progress at Counselor Education, Graduate School of Education, PSU, P.O. Box 751, Portland, OR 97207.
8. It is the counselor-in-training's responsibility to insure the university file is current.
9. Contact University Supervisor if you have any questions or concerns. If you have any other questions or concerns, contact the School Counseling Coordinator: Rolla E. Lewis, Ed.D. at 725-4654. E-mail lewiscr@pdx.edu

School Intern Checklist

Name _____ Date _____

Term _____ (Copy this form to summarize each term's activities)

This checklist will guide you toward documenting your supervision, time, and Professional Practice Portfolio requirements:

I. Initial Counselor Education Practicum Report each quarter:

Fall _____ Winter _____ Spring _____ **Complete** _____

II. Time Log (600 hours total **Total** _____
(400 at one level and 200 at the other)

A. Early Childhood/Elementary _____ (Verification form required when complete)

B. Middle/High _____ (Verification form required when complete)

C. Direct Service (240 hours minimum) **Total** _____

a. Individual

b. Group

c. Developmental guidance

d. Consultation and Collaboration (is direct service when child and/or parent is present for meeting).

B. Supervision **Total** _____

a. Field Supervisor (one hour per week minimum)

b. University Supervisor (include supervision occurring at clinic)

III. Professional Practice Portfolio

A. Action Research COUN 589

B. Action research or projects (s) Title _____

C. Peer Reviewers _____

D. Disk Submission Form and Disk **Complete** _____

Fall _____

Winter _____

Spring _____

INITIAL COUNSELOR EDUCATION PRACTICUM REPORT

Name of Student _____ SSN: _____

Grade Level: _____ School/District: _____

Counselor Educator: _____ Site Supervisor: _____

Please have this form completed and ready to be discussed at the three-way conference.

The purpose of the report is to provide the student and the Graduate School of Education with feedback from the site-based supervisor. It serves to establish with the student his/her competencies and the specific information s/he needs to fully develop as a counseling candidate. **This report is not for the student's placement file but will be placed 1) in the student's Graduate School of Education file.**

This is a quarterly summary of the site-supervisor recommendations.

Using the **Portland State University Professional Practice Portfolio Rubric**, indicate score on the 0 - 4 scale for each competency.

The candidate's professional practice and/or Professional Portfolio demonstrates knowledge, skills, and competencies in each of the following:

- 1 Develop and implement plans which promote social-emotional-development growth.

Score _____

- 2 Establish programs appropriate for group, individual, and family counseling.

Score _____

- 3 Demonstrate interpersonal skills, working with others and communicating with community members;

Score _____

- 4 Practice and promote group process, crisis resolution, anger management and violence prevention;

Score _____

- 5 Demonstrate ethical standards and legal framework unique to counseling;

Score _____

- 6 Collaborate with social service agencies providing services to students and families;

Score _____

- 7 Support school to work transition and career planning;

Score _____

8 Assist with curriculum coordination as it relates to guidance activities;

Score_____

9 Understand student assessment as it relates to academic, career counseling and personal/social development;

Score_____

10 Assist with goal setting, learning skills and the development of self-directed learners;

Score_____

11 Support and develop plans which respect difference and promote communication among diverse groups;

Score_____

12 Collaborate with school staff, families, and community members to meet individual student needs;

Score_____

13 Assist staff to understand the needs of all students; and

Score_____

14 Demonstrate effective counseling techniques for individuals and small groups.

Score_____

Hours accumulated during term:

Direct Service (individual, group or guidance) _____ Other _____ Total _____

We have met and discussed in conference:

Student Counselor

Site-
Based Supervisor

Counselor Educator

Date of Conference

COMMENTS:

Portland State University Professional Practice Portfolio Rubric

4	Exemplary. Evidence indicates exemplary counselor-in-training performance standards. Evidence indicates counselor-in-training excels in meeting the TSPC Competency. Evidence includes papers from course work that includes contextual application of theory. There is evidence the theory, knowledge, and skills have been applied contextually in a field setting that directly impacts the school counseling program, success of students, and the overall quality of the educational experience within the school.
3	Competent. Evidence indicates acceptable counselor-in-training performance standards. Evidence indicates counselor-in-training fulfills this TSPC Competency. Evidence includes papers from course work that includes contextual application of theory. There is evidence the theory, knowledge, and skills have been applied contextually in a field setting.
2	Emerging. Evidence indicates acceptable counselor-in-training performance standards. Evidence indicates counselor-in-training can fulfill this TSPC Competency. Evidence includes papers from course work that includes contextual application of theory. There is evidence the theory, knowledge, and skills have been applied contextually in a field setting.
1	Ineffective. Evidence is below minimally acceptable performance standards. Evidence presented is inadequate to indicate counselor-in-training can fulfill this TSPC Competency. Evidence may be limited to papers from course work focusing on theory. There is not evidence the theory, knowledge, and skills have been applied contextually in a field setting.
0	Not Evident. No evidence indicates counselor-in-training has knowledge or skills to fulfill this TSPC Competency. There is no basis or inadequate materials for judgment.

A successful counselor-in-training must obtain a minimum 30 (out of 56 possible) with no scores of 1 being acceptable for recommending candidates for the Initial School Counselor License.