

Common Course Assessment: Internship Portfolio

Common Course Standards

MDE Content Standards for the Preparation of School Counselors:

- 1.1 – To understand the philosophy, principles, and practices of school counseling that contribute to k-12 students’ academic, career, and personal/social development
- 1.2 – Understand the nature and range of human characteristics and appraisal methods in individual and group analysis
- 1.4 – To understand counseling theory and practice as these apply to individual and group procedures, administration and coordination relationships, professional relationships, and ethics supporting K-12 students and their caregivers in students’ academic, career, and personal/social development
- 1.5 – Understand evaluation in the context of appropriate statistics and research methodology, follow-up evaluation, and measurement methods to implement appropriate program planning for students’ academic, career, and personal/social development
- 2.0 – To understand school counselor leadership skills in the school setting for the purpose of supporting K-12 students’ academic, career, and personal/social development
- 3.0 – To understand technology in comprehensive guidance and counseling programs to facilitate K-12 students’ academic, career, and personal/social development
- 5.0 – Completion of supervised clinical experiences

MDE Content Guidelines for the Preparation of School Counselors:

- 1.1.2 – Articulate the role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school, and caregivers in the home and in the community to facilitate successful student development and achievement of all students (in accordance with the SBE Universal Education Vision and Principals)
- 1.1.4 – Apply understanding of the role of diversity (e.g., race, ethnicity, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status) and equity issues in school counseling
- 1.2.1 – Demonstrate understanding of the role of diversity issues pertinent to the assessment and evaluation of individuals, groups, and specific populations
- 1.4.1 – Utilize individual and small-group counseling approaches the promote school success through academic, career and personal/social development
- 1.4.2 – Describe issues that may affect the development, well-being, and functioning of students
- 1.4.3 – Develop strategies for assisting students with emotional and behavioral problems

- 1.4.4 – Implement developmental approaches to assist all students (in accordance with the SBE Universal Education Vision and Principles) and caregivers at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options)
- 1.4.6 – Articulate theories, models, and processes of consultation
- 1.4.10 – Model ethical behavior related specifically to the practice of school counseling (e.g., the American School Counselor Association [ASCA] Ethical Standards)
- 1.5.2 – Analyze and use data to improve student outcomes
- 1.5.3 – Analyze and use data to increase the effectiveness of school counseling programs
- 2.1 – Serve as an advocate for student success
- 2.2 – Facilitate staff development activities
- 2.3 – Generate and participate in school-wide initiatives
- 2.4 – Support the training and supervision of paraprofessionals and other ancillary staff in the completion of appropriate support activities, including but not limited to, data entry and scheduling
- 3.2 – Collect and analyze data related to student success
- 3.3 – Collect and analyze data related to program effectiveness
- 5.1 – Practicum supervised by credentialed school counselor or counselor educator-100 clock hours, at least 40 of which must involve direct client contact
- 5.2 – Internship supervised by credentialed school counselor or school counselor educator-600 clock hours, at least 300 of which must be in school setting (3 credits = 300 hours; 6 credits = 600 hours; students have the option of completing the 600 hours full time taking 6 credits in one semester or part time taking 3 credits for two consecutive semesters)

Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and Learning Progressions for Teachers 1.0, April 2013:

- InTASC Standard 1: Learner Development
- InTASC Standard 2: Learning Differences
- InTASC Standard 3: Learning Environments
- InTASC Standard 4: Content Knowledge
- InTASC Standard 5: Application of Content
- InTASC Standard 6: Assessment
- InTASC Standard 7: Planning for Instruction
- InTASC Standard 8: Instructional Strategies
- InTASC Standard 9: Professional Learning and Ethical Practice
- InTASC Standard 10: Leadership and Collaboration

Directions to the Student

Each student will submit a final electronic portfolio that will document the activities completed over the course of the internship experience and the GVSU school counseling Master’s program. The portfolio may vary in format and content; however, the following list provides a framework of items that are to be included in the final portfolio:

1. Cover page which includes the Table of Contents
2. Copy of affiliation agreement(s)
3. Resume
4. Overview of ASCA National Standards for School Counseling Programs
5. GVSU School Counseling preparation program
6. A document verifying 100 hours of practicum experience obtained through pre and co-requisites
7. Advocacy paper from EDC 621
8. Project or thesis abstract, if possible
9. Letters of recommendation signed, on letterhead
10. Professional disclosure statement
11. Written goals for the internship experience (1st and 2nd 300 hours)
12. The initial self-evaluation paper
13. Mid-term self-evaluation reflection paper (following the 1st 300 hours)
14. A 3-5 page final reflection paper that is your written self-evaluation of progress (600 hours)
15. Signed copies of the field supervisor’s evaluations (1st and 2nd 300 hours)
16. Time logs that document internship hours
17. Narratives that appraise staff consultation and professional development activities, school-wide initiatives, and training and supervision of paraprofessionals and other ancillary staff in the completion of appropriate support activities, including but not limited to, data entry and scheduling
18. Work samples (some of which must document use of data and assessment practices) from prerequisite courses and internship projects identified by ASCA Model domains/standards, including but not limited to the individual counseling plan from EDC 623, the small group counseling plan from EDC 625, and the lesson plans from EDC 651
19. Documentation of consultation experiences with parents and teachers/staff (e.g., consultation record forms)
20. Documentation of cross cultural counseling experiences
21. Documentation of work with students who have special needs

Rubric for Internship Portfolio

Elements	Distinguished (3)	Proficient (2)	Progressing (1)	Unsatisfactory (0)
Preparation of a portfolio which documents understanding of	The portfolio includes elements 1-7 (element 8 is optional) in an	The portfolio includes elements 1-7 (element 8 is optional) in an	The portfolio which documents understanding of the philosophy, principles,	A portfolio that documents understanding of the philosophy, principles,

<p>the philosophy, principles, and practice of school counseling</p> <p>MDE Content/Standard Guidelines: 1.1.2 & 5.1</p> <p>InTasc Standard: 4</p>	<p>organized well-written manner that reflects a clear synthesis of the student's philosophy, experience and competence as a school counselor trainee.</p>	<p>inadequate manner that reflects a weak synthesis of the student's philosophy, experience and competence as school counselor trainee.</p>	<p>and practice of school counseling is missing one or more of elements 1-7 (element 8 is optional).</p>	<p>and practice of school counseling is not submitted.</p>
<p>Preparation of a portfolio which documents the candidate's reflection and continuous growth</p> <p>MDE Content/Standard Guidelines: 2.2, 2.3, 2.4, & 5.2</p> <p>InTasc Standard: 9</p>	<p>The portfolio includes elements 9-17 in an organized well-written manner that reflects the candidate's reflection and continuous growth</p>	<p>The portfolio includes elements 9-17 in an inadequate manner that documents minimal reflection and inconsistent growth.</p>	<p>The portfolio which documents the candidate's reflection and continuous growth is missing one or more of elements 9-17.</p>	<p>A portfolio that documents the candidate's reflection and continuous growth is not submitted.</p>
<p>Portfolio documents understanding of how learners grow and develop and reflects individual differences</p> <p>MDE Content/Standard Guidelines: 1.4.1, 1.4.2, 1.4.3, & 1.4.4</p> <p>InTasc Standard: 1</p>	<p>The portfolio includes professional work samples (element 18) in an organized well-written manner that reflects understanding of how learners grow and develop in academic, career, and personal/social domains</p>	<p>The portfolio includes professional work samples (element 18) in an inadequate manner that documents minimal understanding of how learners grow and develop in academic, career, and personal/social domains</p>	<p>The portfolio includes professional work samples (element 18) that document minimal understanding of how learners grow and develop and work samples are not provided to demonstrate work in all three domains (i.e., academic, career, and personal/social)</p>	<p>A portfolio that documents understanding of how learners grow and develop is not submitted.</p>
<p>Portfolio documents student's work</p>	<p>Documentation of work with technology is present and clearly</p>	<p>Documentation of work with technology is present but it is not</p>	<p>Minimal documentation of work with technology</p>	<p>No documentation of work with technology has been provided in</p>

<p>with technology</p> <p>MDE Content/Standard Guidelines: 3.0, 3.2, & 3.3</p> <p>InTasc Standard: 5</p>	<p>identified in the portfolio.</p>	<p>clearly identifiable in the portfolio.</p>	<p>has been provided in the portfolio.</p>	<p>the portfolio.</p>
<p>Portfolio documents student's work with assessment</p> <p>MDE Content/Standard Guidelines: 1.1.2, 1.5.2, & 1.5.3</p> <p>InTasc Standards: 6 & 7</p>	<p>Documentation of work with assessment is present and clearly identified in the portfolio.</p>	<p>Documentation of work with assessment is present but it is not clearly identifiable in the portfolio.</p>	<p>Minimal documentation of work with assessment has been provided in the portfolio.</p>	<p>No documentation of work with assessment has been provided in the portfolio.</p>
<p>Portfolio documents student's consultation experiences with parents, teachers, or staff.</p> <p>MDE Content/Standard Guidelines: 1.4.6 & 1.4.10</p> <p>InTasc Standard: 10</p>	<p>Documentation of work with consultation experiences with parents, teachers, or staff is present and clearly identified in the portfolio.</p>	<p>Documentation of work with consultation experiences with parents, teachers, or staff is present but it is not clearly identifiable in the portfolio.</p>	<p>Minimal documentation of work with consultation experiences with parents, teachers, or staff has been provided in the portfolio.</p>	<p>No documentation of work with consultation experiences with parents, teachers, or staff has been provided in the portfolio.</p>
<p>Portfolio documents student's work with diversity and cross cultural counseling experiences</p> <p>MDE Content/Standard Guidelines:</p>	<p>Documentation of work with diversity and cross cultural counseling experiences is present and clearly identified in the portfolio.</p>	<p>Documentation of work with diversity and cross cultural counseling experiences is present but it is not clearly identifiable in the portfolio.</p>	<p>Minimal documentation of work with diversity and cross cultural counseling experiences has been provided in the portfolio.</p>	<p>No documentation of work with diversity and cross cultural counseling experiences has been provided in the portfolio.</p>

<p>1.4.6 & 1.4.10</p> <p>InTasc Standard: 10</p>				
<p>Portfolio documents student's work with special education and students who have special needs</p> <p>MDE Content/Standard Guidelines: 1.1.2, 1.1.4, & 2.1</p> <p>InTasc Standards: 2, 3, 8, & 10</p>	<p>Documentation of work with special education and students who have special needs is present and clearly identified in the portfolio.</p>	<p>Documentation of work with special education and students who have special needs is present but it is not clearly identifiable in the portfolio.</p>	<p>Minimal documentation of work with special education and students who have special needs has been provided in the portfolio.</p>	<p>No documentation of work with special education and students who have special needs has been provided in the portfolio.</p>