

Student Academic Program Portfolio (SAPP)
Key Assessment 7

A Student Academic Program Portfolio is **REQUIRED** for all School Counseling candidates.

PURPOSE:

The Student Academic Program Portfolio (SAPP) is a collection of materials that displays your knowledge of the ASCA Model for School Counseling Programs, Oregon's Framework for Comprehensive Guidance and Counseling Programs, and how these relate to the development and delivery of an effective counseling program.

This is an opportunity to demonstrate your professional development while enrolled in the program, including your program planning process and educational experiences.

The portfolio will be the evidence for:

- Documenting progress
- Tracking accomplishments
- Displaying expertise
- Exhibiting self-reflection and development
- Meeting the professional standards and expectations of the training program and accrediting organizations

The portfolio will be formatted to include a table of contents, content sections listed below, and organized in a professional presentation (i.e., a three-ring binder).

CONTENT:

Content Category	Criteria and Standard	Potential Examples of Evidence (At least four per category, except for Category I where <i>all</i> evidence is required)
I. Professional Documentation	Understanding of professional orientation and functioning, including credentialing. Standard G.1	Resume Internship log of hours Internship supervisor evaluation forms Letters of recommendation Transcripts (unofficial ok) Awards/Achievements, if any Copies of professional licenses, if any
II. Counseling and Coordination	Understanding of the processes of counseling and consultation, and creating comprehensive programming in a multicultural	Counseling theory paper (500) Group proposal (511) Case notes (516) Family Integration/ Analysis Paper (510) Oregon Framework Audit (516) Program plan for P/S needs (505)

	<p>society.</p> <p>Standards G.5 and G.6</p>	<p>Rationale for comprehensive school counseling program (503)</p> <p>Contact logs (502)</p>
III. Assessment	<p>Understanding of individual and group approaches to assessment and evaluation in a multicultural society.</p> <p>Standard G.7</p>	<p>Action Research Paper (513)</p> <p>Action Research Power Point (513)</p> <p>Data collection instruments (513)</p> <p>School Psychologist Reaction Paper (513)</p> <p>Technology Quiz (513)</p> <p>Special Topic presentations (516)</p> <p>Addressing underserved pops paper (501)</p>
IV. Teaming and Collaboration	<p>Understanding of the need to work collaboratively and systemically in order to support the success of students, their families and the community.</p> <p>Standard G.8 (7)</p>	<p>Student Success Plan (501)</p> <p>Learning Theory presentation (501)</p> <p>Learning Community Reports (517)</p> <p>Special Topic presentations (516)</p> <p>Advocating for Families Paper (510)</p> <p>School Counselor Interview (500)</p> <p>ASCA Resource paper (501)</p>
V. Advocacy	<p>Understanding of the cultural context of relationships, issues and trends in a multicultural society.</p> <p>Standards G.2 and G.8 (3)</p>	<p>Poverty Group Project (508)</p> <p>Synthesis and Application Paper (508)</p> <p>White Privilege paper (517)</p> <p>Comprehensive Career Counseling Program Development Paper (503)</p> <p>Rationale for Comprehensive Career Counseling Programs (503)</p> <p>Newsletters (507)</p> <p>Group, Special Needs or Family projects</p>
VI. Leadership	<p>Understanding of the leadership roles, functions and responsibilities that are integral to the professional conduct of a school counselor.</p> <p>Standard G.8 (8)</p>	<p>Any presentation (513)</p> <p>Action Research paper (513)</p> <p>Special Topics presentation (516)</p> <p>Ethical/Legal final paper (509)</p> <p>Video feedback forms (516)</p> <p>Best practices brochure (516)</p>

TIMELINE:

Year 1: Collect samples of your best work, as well as your work in progress. Include documents that capture the coherence and direction of your educational performance. See the evidence categories above for guidelines.

Gateway Point: Prior to enrolling in the year-long internship (SCED 516), meet with your advisor to review your academic plan and status regarding internship preparation. You and your advisor will complete the required form.

Year Two: Continue to collect relevant documents. As you near the completion of your studies, you will write a summative self-evaluation reviewing and reflecting on your time at Lewis & Clark, as part of your SCED 516 requirements. Your portfolio will serve as a resource for you as you write resumes, apply for employment, and interview for school counselor positions.

Please see attached rubric for SAPP evaluation guidelines.