

2011-2012 Student Academic Program Portfolio (SAPP)

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 contexts, content sections listed below, and organized in a professional presentation (i.e., a three-ring binder).

CONTENT:

Content Category	Standard	Examples of Evidence (At least four per category, except for Category I where <i>all</i> evidence is required)
I. Professional Documentation	1g. Professional Dispositions for All Candidates	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	1g. Professional Dispositions for All Candidates X. Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, skill, ability, and cultural competence to develop and deliver a school counseling program that is comprehensive, demonstrates continuous improvement, and advances the mission of the school. X. Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill,	Counseling theory pres (500) Group class proposal (511) SOAP notes (516) Family assignments (510) Or Framework Site audit cards (507) Program plan for P/S needs (505) Rationale for comprehensive sc program (503) Contact logs (502)

	<p>and cultural competence to model and promote behavior appropriate in a diverse and global society by showing respect for and valuing all members of the community. They demonstrate fairness, equity, and sensitivity to every student, and they advocate for equitable access to instructional programs and activities.</p> <p>X. Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill and cultural competence to work collaboratively with families and community members to achieve common goals for the education of students, improvement of schools, and advancement of the larger community.</p>	
III. Assessment	<p>X. Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to understand the principles and purposes of assessment, and the collection and use of data.</p>	<p>Action Research Project (513) Action Research Presentation (513) Data collection instruments (513) School Psychologist Reaction Paper (513) Technology Quiz (513) Topic presentations (516) Addressing underserved pops paper (501)</p>
IV. Teaming and Collaboration	<p>X. Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to apply comprehensive, in-depth knowledge of human growth and development to improve student learning and well-being.</p> <p>X. Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill and cultural competence to work collaboratively with families and community members to achieve common goals for the education of students, improvement of schools, and advancement of the larger community.</p> <p>X. Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, and cultural competence to work as leaders and advocates in the promotion of student learning and achievement.</p>	<p>Student Success Plan (501) Learning Theory presentation (501) Learning Community Reports (517) Topic presentations (516) Family community assignment (510) School Counselor Interview (500) ASCA Resource paper (501)</p>
V. Advocacy	<p>X. Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to model and promote behavior appropriate in a diverse and global society by showing respect for and valuing all members of the community. They demonstrate fairness, equity, and sensitivity to every student, and they advocate for equitable access to instructional programs and activities.</p> <p>X. Candidates who complete the program are</p>	<p>Poverty Group Project (508) Final Paper (508) White Privilege paper (517) Career programs to underserved pops paper (503) Final career paper (503) Newsletters (507) Group or Family</p>

	professional school counselors and educational leaders who have the knowledge, ability, and cultural competence to work as leaders and advocates in the promotion of student learning and achievement.	
VI. Leadership	<p>1g. Professional Dispositions for All Candidates</p> <p>X. Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to model and promote behavior appropriate in a diverse and global society by showing respect for and valuing all members of the community. They demonstrate fairness, equity, and sensitivity to every student, and they advocate for equitable access to instructional programs and activities.</p> <p>X. Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, and cultural competence to work as leaders and advocates in the promotion of student learning and achievement.</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.

Student Name (please print): _____

SAPP RATING FORM

SCHOOL COUNSELOR PERFORMANCE RATINGS Continuum of Performance that meets TSPC Licensure Requirements

Unsatisfactory	Progressing	Proficient	Distinguished
The student does not appear to understand the concepts underlying the standards or is not able to demonstrate an advanced proficiency in the actions or requirements of the portfolio.	The student appears to understand the concepts underlying the portfolio objectives. Evidence that is used to demonstrate mastery is adequate to perform the position of school counselor.	The student clearly understands the concepts underlying the portfolio objective. The candidate is able to provide evidence of knowledge, skills and leadership action that demonstrate efficacy as a school counselor.	The student has demonstrated the capacity to be a high performing school counselor and leader. The candidate demonstrates advanced competence in meeting school, district, state, federal and professional educational standards.

Content Category	Rating (1-4)	Notes
I. Professional Documentation		
II. Counseling and Coordination		
III. Assessment		
IV. Teaming and Collaboration		
V. Advocacy		
VI. Leadership		
Approval Status:	Approved	Not Approved

Student Signature: _____

The above named student has presented the Student Academic Program Portfolio to me on this date.

Faculty Signature: _____

Date: _____