

School Counseling Program Portfolio

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Philosophy

The school counseling preparation program at Auburn University is based on the belief that school counseling programs are integral to successful educational, career, and personal/social development of all school aged youth. In order to be successful, school counselors are competent counselors, leaders, advocates, collaborators, and agents of change.

Mission Statement

The mission of the school counseling program is to prepare accountable, competent, committed and reflective school counselors who promote the academic, career, and personal/social development of all school aged youth in the context of a standards-based, data driven school counseling program. Further, our goal is to prepare ethical, culturally competent school counselors who address individual and systemic barriers to educational achievement and personal development.

Model

Our model for school counselor preparation and practice is based on five major components:

1. Developing an extensive knowledge base
2. Building effective helping relationships
3. Establishing collaborative partnerships
4. Advocating for students and parents who encounter barriers to academic success
5. Using student and community data to develop and improve programs

Three themes are present across all five components:

1. Multicultural competence
2. Technological competence
3. Ethical competence

School Counseling Program Goals 2006-07

Expected Outcome	Conceptual Framework Reference(s)	SDE Standard	CACREP Standard	Program Activity	Evaluation Method
1.Students will demonstrate the knowledge and ability to plan, design, implement, and evaluate a comprehensive developmental school counseling program	1 15	(2)(a)13. (2)(b)6.	SCH.C.1.2	Class Assignment COUN 7420	All students will receive overall scores of 3 or 4 School: Program development, implementation and evaluation section of portfolio.
2.Students will use current research to identify and implement evidence-based practices to achieve school counseling program goals	5	2)(b)2	K.8.e	COUN 7420: Students design a model school counseling program incorporating evidence-based practices	Students receive a rating of 3 or 4 on the Counseling Practice Competency S section of the portfolio.
3. Clearly articulate the role of the school counselor and his/her contributions to the mission of a total school program	12	2)(a)7 2)(b)4	K.1.b SCH A.2 SCH A.3	Students develop a professional disclosure statement in COUN 7400 that includes this information.	Students receive a rating of 3- or 4 on the professional disclosure section of the portfolio.

4. Students will deliver interventions to school-aged youth designed to promote school success	2 4	2)(a)1 2)(a)2	SCH C.1.d SCH C.2.a, b, and e	COUN 7910 COUN 7920	Students receive ratings of 3 on the relevant practicum and internship supervisor evaluation forms (effective delivery of small and large group and individual counseling).
5. Students will plan and provide consultation to parents and teachers to assist them in helping their children and students acquire the skills needed for school success	3	2)(a)10 2)(b)7	SCH B.2 SCH B.4 SCH B.5	Students will develop and implement consultation plans with teachers and parents during enrollment in COUN 7350 COUN 7920	Students will receive an overall rating of 3 or 4 on the School Consultation section of the portfolio and the relevant sections of the internship (7920) supervisor evaluation form.
6. Select developmentally appropriate interventions to assist students in making educational transitions	4	2)(a)7 2)(a)9	SCH.C.2.5	Class Assignment COUN 7240	Students will receive ratings of 3 or 4 on School: Counseling and Guidance Competency E
7. Evaluate the effectiveness of interventions	15	(2)(b)6	K.8.f	COUN 7910 and 7920	Students will receive ratings of 3 or 4 on Counseling Practice Competencies V and W section of the portfolio.
8. Demonstrate the foundational knowledge expected of an entry-level	1	(2)(a)1-2)(a)6; (2)(a)7- 2)(a)10; 2)(a)12;	K 1-8	Coursework, clinical experiences, and extracurricular activities.	Students will receive a passing score on the CPCE.

counselor		2)(a)14			
9. Students will demonstrate the knowledge and skills necessary for professional collaboration	12	(2)(a)10 (2)(a)7	SCH B.2 SCH C.2.f SCH C.3.a-c	Class assignments in COUN 7350 and COUN 7920	Students will receive ratings of 3 or 4 on Professionalism Competency A and School Guidance and Counseling Competency F sections of the portfolio
10. Students will identify systemic barriers to equal educational access and opportunity for specific groups of students and develop an action plan for reducing or eliminating the barriers	11	N/A	K.1.g SCH .C.3.3	Class Assignment COUN 7240	All students will receive overall scores of 3 or 4 on Competencies A and D of the School: Program development, implementation and evaluation section of portfolio.
11. The student will demonstrate competence in planning and delivering individual and group counseling to school-aged youth	2 3 4	(2)(a)4 (2)(a)5 (2)(a)6 (2)(b)2	SCH C.2. a-b C.I. G.1-4	COUN 7910 and COUN 7920 (700 hours of supervised experience in a school counseling program)	All students will receive ratings of 3 or 4 on the relevant sections of the practicum and internship supervisor evaluation forms.
12. Select a decision-making model and	11	(2)(a)14 (2)(b)8	K.1.h	COUN 7400 and COUN 7920	Students will receive a rating of 3 or 4 on Professionalism

apply the model to ethical dilemmas in school counseling					Competency D section of the portfolio
13. Demonstrate knowledge and use of emerging technologies in education and school counseling	10 3	(2)(b)5	K.1.c K.5.f	Development of E-portfolio; internship assignment to use student data to develop interventions; recording and review of work samples for practicum	Students will receive scores of 3 or 4 on Professionalism Competency F of the portfolio