

Graduate Portfolio Information Handbook

**MASTER OF EDUCATION
IN
SCHOOL COUNSELING**

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Southwestern Oklahoma State University

Graduate Portfolios

Candidates completing degree or certification requirements after September 1, 1999 must have a graduate portfolio.

Advanced Programs
in the Dept. of Psychology
which require a portfolio are:

School Counseling
School Psychometry



Portfolios will be submitted and evaluated twice during the program, once as a prerequisite to admission and once upon program completion.

Entry Level Portfolio

- ✓ Application for Admission
- ✓ Resume
- ✓ Plan of Study
- ✓ Transcripts
- ✓ GRE Results
- ✓ Professional References (2)
- ✓ Record of Competence and Effectiveness in Professional Work
- ✓ Suggest Artifacts
 - Teacher Evaluations
 - Professional Recognition/Awards

PHILOSOPHY

The major objectives of the Master of Education Program in School Counseling at Southwestern Oklahoma State University are to prepare professional Counselors who continually demonstrate the multiple characteristics required in order to interact effectively with virtually all individuals. The preparation of professional Portfolios encourages future members of the 'Helping Profession' to organize, reflect, and evaluate their respective learning and academic progress. These Portfolios are also used as documentation of professional growth, cognitive development, and career assessment.

At Southwestern Oklahoma State University, Portfolios are also used as an instrument for program evaluation. The Master of Education program in School Counseling prepares candidates who will make critical decisions regarding students, candidates who can create and sustain the multiple elements of learning communities, and candidates who can interact effectively with administrators, colleagues, and parents. In order to accomplish these varied objectives, professional Counselors must view themselves as continuous learners who consistently reflect on their individual growth and, if necessary, refine the overall process. The Portfolio will allow these professionals to accomplish this procedure and significantly increase their respective effectiveness.

THE SCHOOL COUNSELING CONCEPTUAL FRAMEWORK

Preface:

On January 1, 2005, the Master of Education Program in School Counseling was officially transferred from the Department of Education to the Department of Psychology. However, the Conceptual Framework is consistent with the overall Framework of the Department of Education.

The Conceptual Framework provides direction, implementation sequences, and categories of emphasis to the School Counseling Portfolio. The interrelationships among the conceptual framework and the ten Competencies for Licensure and Certification for School Counseling are evident throughout the School Counseling Program. Documentation of these multiple areas of evidential information is illustrated by requirements which include Human Growth and Development, Environmental Influences, Human Diversity, Effective Leadership Skills, Knowledge Bases in Guidance and Counseling Services, the use of Formal and Informal Assessment, and the Practicum Field Experience. The aforementioned ten Competencies for Licensure and Certification serve as the foundation for the majority of artifacts and reflections presented in the Portfolio.

Portfolio Policies and Procedures School Counseling

1. Candidates completing degree and/or certification requirements for advanced programs after September 1, 1999 must submit a professional portfolio.
2. Portfolios of the Advanced Program candidates shall be submitted and evaluated twice during the program, once as a prerequisite to admission and once upon program completion.
 - ✓ To be admitted into the advance programs above, the student will submit an **entry professional portfolio** (see attached portfolio requirements.)
 - A committee consisting of the candidate's advisor and the Chair of the Department of Psychology will evaluate the entry portfolio.
 - The committee will determine if the portfolio 1) meets the criteria, 2) meets the criteria with weaknesses or 3) does not meet the criteria.
 - If the portfolio is judged to have *met the criteria with weaknesses*, the candidate shall be responsible for addressing the weaknesses before the next submission. If the portfolio is judged to *not meet the criteria*, the candidate shall be required to address the weaknesses and resubmit prior to admission into the degree program.
 - ✓ Program completion requirements include the submission of **culminating professional portfolio** (see attached portfolio requirements.)
 - A committee consisting of the candidate's advisor and the Chair of the Department of Psychology will evaluate the culminating portfolio.
 - The committee will determine if the portfolio 1) meets the criteria, 2) meets the criteria with weaknesses or 3) does not meet the criteria.
 - If the portfolio is judged to have *met the criteria with weaknesses*, the candidate shall be responsible for addressing the weaknesses to the satisfaction of the candidate's advisor. If the portfolio is judged to *not meet the criteria*, the candidate shall be required to address the weaknesses and resubmit prior to completion of the degree program.
3. The portfolio will be submitted in a three-ring binder and will include (in addition to the specific content requirements) the following:
 - A table of contents
 - Tabs for locating each section of the contents
 - A cover page noting the candidate's name, degree and/or certification program, date of submission, and name of the candidate's advisor.

What is the purpose of the Graduate Portfolio?

- ❖ The graduate portfolio demonstrates the talents, skills and experiences of each candidate. It provides evidence of progress toward:
 - personal goals
 - program goals and Oklahoma Standards.
- ❖ The portfolio also serves as a tool for evaluation of the program offered at Southwestern Oklahoma State University.
- ❖ The portfolio should be a useful tool that provides prospective employers with evidence of the candidate's professional growth. Work on portfolios will assist candidates in developing skills they will use throughout their career as they continue to document their professional development.
- ❖ The portfolio is defined as a documented profile of an individual's accomplishments, learning and strengths related to the competencies, standards and outcomes established by the Oklahoma Commission for Teacher Preparation (OCTP), State Regents and College of Education at Southwestern Oklahoma State University (SWOSU.)
- ❖ The portfolio is required by the OCTP and, for purposes related to institutional accreditation, is a unit of measure which presents evidence that the institution is providing initial, on-going and focused opportunities and avenues which lead to student achievement of competencies, standards and outcomes determined by the Commission, Regents and SWOSU.

**ALL STUDENTS SHOULD WORK WITH THEIR MAJOR
ADVISOR TO LEARN THE REQUIRED ITEMS OF EVIDENCE
FOR THAT MAJOR.**

**Southwestern Oklahoma State University
Department of Psychology**

Portfolio Guidelines

1. Portfolios will be kept in three-ring binders with dividers indicating all requirements and competencies.
2. The maintenance, storage and submission of the portfolio are the responsibility of the teacher candidate.
3. Portfolios will contain a detailed Table of Contents. The Table of Contents should have a copy of all competencies written in full and should provide easy access to the standard without having to search.
4. Artifacts placed in the portfolio will show evidence that the graduate candidate has met the specific requirements based on standards from learned socialites.
5. A single artifact may be used as evidence for more than one competency or requirement.
6. All artifacts must be labeled and easily located preferably behind the competency identified.
7. A reflection and rationale statement must be written to accompany each artifact.
8. Teacher candidates will choose artifacts from requirements in their courses and/or internship/practicum experiences. Additional items may be added at the discretion of the graduate candidate.
9. Artifacts will be the original work of the graduate candidate.
10. A copy of all scoring rubrics will be kept in the front of each portfolio.
11. Artifacts should include instructor and peer critiques whenever possible.
12. Any instructor may call for, examine or conduct peer reviews for portfolios at any time and in any class.

What format is required for the Teacher Candidate Portfolio?

Each portfolio must:

- ✓ Contain the required sections
- ✓ Include a Table of Contents
- ✓ Include tabs for locating each section of the contents
- ✓ Include a cover page noting the candidate's name, degree and/or certification program, date of submission and name of candidate's advisor.
- ✓ Include a "Reflection Form" for each competency
- ✓ Be reviewed once prior to admittance by a committee consisting of the candidate's advisor and the Chair of the Department of Psychology.
- ✓ Be reviewed once at the conclusion of the program by a committee consisting of the candidate's advisor and the Chair of the Department of Psychology.

During the internship or practicum experience, the candidate may replace individual items with other if they think new ones are a better representation of their work.

REFLECTION FORM

Artifact for Standard #: (Write the standard or requirement in full)

Name of Artifact:

Date: (Date the artifact was completed)

Reflective Statement: May include:

1. Why you included this artifact for this particular standard or requirement.
2. What you learned during the time you completed the artifact.
3. How this artifact shows mastery of this competency specifically for this standard or requirement.
4. To the reader that you know what you are capable of doing in terms of meeting the standard or requirement.
5. What the artifact shows about your growing competence as a counselor or psychometrist.

A REFLECTION FORM IS REQUIRED FOR EACH COMPETENCY!



Plan of Study*

Master of Education Degree**

Name of Specialization School Counseling

Certification Track Non-Certification Track

Name _____ SSN _____

| Course Number | Course Name | Hours | Sem | Year | If Transfer Indicate Grade |
|---------------|---|-------|-----|------|----------------------------|
| 5893 | Ethical, Legal/Professional Standards | 3 | | | |
| 5113 | Introduction to Research OR | 3 | | | |
| 5593 | Advanced Tests and Measurements OR | 3 | | | |
| 5563 | Special Diagnostic Methods | 3 | | | |
| 5513 | Introduction to Counseling and Guidance | 3 | | | |
| 5723 | Advanced Psychology of Learning | 3 | | | |
| 5743 | Life Span Development | 3 | | | |
| 5503 | Development of School Guidance Programs | 3 | | | |
| 5523 | Career Counseling | 3 | | | |
| 5543 | Theories of Counseling | 3 | | | |
| 5553 | Theories/Techniques of Group Counseling | 3 | | | |
| 5563 | Practicum in Counseling | 3 | | | |
| 5583 | Intervention Strategy | 3 | | | |
| 5950 | Graduate Capstone Experience | 0 | | | |
| | TOTAL | 33 | | | |

Proposed graduation date _____

Signatures

Student _____ Date _____

Advisor _____ Date _____

*Students must meet with advisor in order to complete this form.

A degree is not the same as certification!

**Contact the certification analyst concerning certification requirements.

Portfolio Scoring Rubric

Name: _____ SSN#: _____ Date: _____

| Submission Level One (Admission) | | | | |
|--|------------------|------------------------------------|--------------------------|-----------------|
| Requirement | 5 Met | 3 Met with weakness | 1 Not Met | Comments |
| Section A Application for Admission | | | | |
| Resume | | | | |
| Section B Plan of Study | | | | |
| Section C Assessment of Academic Proficiency | | | | |
| Transcripts | | | | |
| GRE Results (if applicable) | | | | |
| SWOSU Graduate Admission Formula Calculation | | | | |
| Section D Professional References | | | | |
| Section E Competencies and Effectiveness in Professional Work | | | | |
| OVERALL EVALUATION | | | | |

Additional Comments: _____

SIGNATURES

Advisor _____ Date _____

Chair, Department of Psychology _____ Date _____

Dean _____ Date _____

| Submission Level Two (Program Completion) | | | | |
|---|----------|----------|----------|-----------------|
| Requirement | 5 | 3 | 1 | Comments |
| Section F Subject matter Competency | | | | |
| F1 Uses human development to provide a comprehensive, developmental guidance and counseling program | | | | |
| F2 Displays knowledge of the impact of environmental influences on development and achievement and helps develop strategies to resolve or cope with hindering learning situations | | | | |
| F3 Provides equitable guidance and counseling services for all students and a mutual respect climate | | | | |
| F4 Effective leadership skills to plan, implement and evaluate a comprehensive and developmental guidance and counseling program for all students | | | | |
| F5 Provides guidance and counseling services to address the needs and concerns of students and to help students develop skills to use in the future | | | | |
| F6 Facilitates the educational and career development of individual students to help all students achieve success | | | | |
| F7 Formal and informal assessment to provide information about and to monitor progress and to recommend changes to the students educational environment | | | | |
| F8 Consults with school personnel, provides professional expertise and establishes collaborative relationships that foster a support system for students and school community | | | | |
| F9 Establishes strong and positive ties with the home and community to promote and facilitate students' growth in school and the community | | | | |

| | | | | |
|--|--|--|--|--|
| F10 Demonstrates knowledge of professional ethical codes, importance of professional development and need to work with colleagues to advance | | | | |
| Section G Demonstrate involvement in state, regional or national profession organizations | | | | |
| Section H Demonstrate exposure to and interaction with students from different communities | | | | |
| Section I Receive feedback on their internship, practicum or observation experiences from a variety of sources | | | | |
| OVERALL EVALUATION | | | | |
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Additional Comments: _____

SIGNATURES

Advisor _____ Date _____

Chair, Department of Psychology _____ Date _____

Dean _____ Date _____