

Portfolio Evaluation and Artifact Rubric

6/2014

Assessment scale: 1-incomplete response; 2-response meets expectations; 3-exceptional response

| Standard/Classes | Reflection includes understanding of standard | Reflection includes application of knowledge across courses | Reflection includes discussion of artifacts across courses | Reflection includes discussion of practicum | Reflection includes discussion of internship | Artifacts | Notes |
|---|---|---|--|---|--|-----------|-------|
| 1. Demonstrate an understanding of the psychological and sociological foundations of human development, learning, and behavior. | | | | | | | |
| 2. Demonstrate an understanding of skills required to develop, organize, administer, evaluate, and promote a comprehensive developmental school-counseling program based on the Wisconsin Developmental Guidance Model in collaboration with educators, families and community resources. | | | | | | | |
| 3. Demonstrate the skills required to work effectively with school teams to promote a safe and healthy school climate, including prevention and intervention strategies such as conflict resolution, peer mediation and crisis management. | | | | | | | |
| 4. Demonstrate an understanding of the role that diversity, inclusion, gender and equity have on students' academic achievement, personal/social and career development. | | | | | | | |
| 5. Demonstrate individual and group counseling skills, which facilitate students', personal/social, academic, and career development throughout their Pk-12 school experience. | | | | | | | |
| 6. Demonstrate an understanding of "Pk-16" career development theories, practices and programs, including the ability to facilitate student skill development. | | | | | | | |

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|--|---|---|--|---|--|-----------|-------|
| 7. Demonstrate knowledge of developmental approaches to assist all students and parents at points of educational transition such as, home to elementary school, elementary to middle to high school and high school to postsecondary options. | | | | | | | |
| 8. Demonstrate an understanding of relevant state and federal laws, institutional rules, regulations and standards along with the national and ethical standards of the American School Counselor Association. | | | | | | | |
| 9. Demonstrate the ability to utilize research, student data and institutional assessments to improve school counseling programs and recommend systematic changes that will improve the learning environment for all students. | | | | | | | |
| 10. Demonstrate an understanding of current and emerging technology in education and school counseling to assist students, families, and educators in making informed academic, career, and personal/social choices. | | | | | | | |
| 11. Demonstrate an understanding of and how to acquire ongoing professional development and reflection in helping to continually evaluate school-counseling services. | | | | | | | |
| 12. Demonstrate acquired skills in understanding the role, function, and responsibilities of a school counselor by acquiring a minimum of 600 hours of supervised practicum as a school counselor in a school setting at the appropriate level(s). | | | | | | | |

PUPIL SERVICES STANDARDS

| Standard/Classes | Reflection includes understanding of standard | Reflection includes application of knowledge across courses | Reflection includes discussion of artifacts across courses | Reflection includes discussion of practicum | Reflection includes discussion of internship | Artifacts | Notes |
|---|---|---|--|---|--|-----------|-------|
| 1. The pupil services professional understands the Ten Teacher Standards | | | | | | | |
| 2. The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development. | | | | | | | |
| 3. The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms. | | | | | | | |
| 4. The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community. | | | | | | | |
| 5. The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings. | | | | | | | |
| 6. The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies. | | | | | | | |
| 7. The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education. | | | | | | | |