

School Counseling Portfolio Assessment Rubric (NCATE)

	CACREP	Spring 2007			Spring 2008			Spring 2009		
	Section III Professional Practice	(n= 9)			(n= 8)			(n= 5)		
Component	School Counseling Standard	Does Not Meet	Meets	Exceeds	Does Not Meet	Meets	Exceeds	Does Not Meet	Meets	Exceeds
3. Knows role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.	Foundations A. Knowledge 3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.	0	3	6	0	7	1	1	2	2
2. Understands professional codes of ethics (e.g., ASCA and ACA) and current legal mandates, knows about range of legal issues that are related specifically to the practice of school counseling.	2. Understands ethical and legal considerations specifically related to the practice of school counseling.	2	3	4	0	7	1	1	1	3
1. Demonstrates the ability to apply ethical standards and legal precedents to specific counseling situations.	B. Skills/Practices 1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.	0	6	3	0	7	1	1	0	4

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2. Demonstrates the ability to articulate and model an appropriate school counselor identity.	2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.	0	4	5	0	7	1	0	3	2
1. Knows the theories and processes of effective counseling and wellness programs for individuals and groups of students.	Counseling C. Knowledge 1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.	0	0	9	0	8	0	0	1	4
2. Knows how to design, implement, manage and evaluate programs to enhance the academic, career and personal/social development of all PK-12 students.	2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.	0	3	6	0	8	0	0	2	3

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2. Provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all PK-12 students.	D. Skills/Practices 2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.	0	4	5	0	8	0	0	1	4
3. Demonstrates skills in helping students cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school and community crises.	3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	0	3	6	0	8	0	0	2	3

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1. Understands educational policy and reform in schools and demonstrates knowledge of the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.	Diversity and Advocacy E. Knowledge 1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.	0	2	6	0	7	1	0	0	5
2. Identifies community, environmental, and institutional opportunities that enhance, as well as barriers that impede the academic, career and personal/social development of all PK-12 students.	2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.	0	3	6	0	8	0	0	0	5

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1. Addresses multicultural counseling issues, including possible effects of ability levels, culture, race, stereotyping, family, socioeconomic status, gender and sexual identity.	F. Skills/Practices 1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.	2	1	6	0	6	2	0	0	5
3. Promotes the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate.	3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.	0	5	4	0	8	0	0	2	3

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1. Understands the influence of multiple factors on student achievement.	Assessment G. Knowledge 1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.	0	4	5	0	8	0	0	2	3
1. Recognizes issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, and childhood depression).	1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.	1	5	3	0	8	0	0	1	4

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3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.	H. Skills/Practices 3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.	0	2	7	0	8	0	0	2	3
5. Assesses barriers that impede the academic, career and personal/social development of all PK-12 students.	5. Assesses barriers that impede students' academic, career, and personal/social development.	0	4	5	0	8	0	0	0	5
1. Understands relationship of the school counseling program to the academic mission of the school	Academic Development K. Knowledge 1. Assesses barriers that impede the academic, career and personal/social development of all PK-12 students.	1	3	5	0	8	0	0	0	5

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2. Understands the concepts, principles, strategies, programs and practices for helping students to experience academic success.	2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.	1	3	5	0	8	0	0	1	4
1. Conducts programs that are designed to enhance students' academic development.	L. Skills/Practices 1. Conducts programs designed to enhance student academic development.	1	1	7	0	8	0	0	2	3

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3. Applies and uses knowledge of pedagogical and counseling methods and techniques to design contextually appropriate counseling and learning experiences to promote the achievement of all students.	3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	2	1	6	0	8	0	0	1	4
1. Understands the ways in which student development, well being, and learning are enhanced by family-school collaboration.	Collaboration and Consultation M. Knowledge 1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.	0	1	7	0	7	1	0	2	3

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2. Knows strategies to promote, develop, and enhance effective teamwork within the school and larger community.	2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.	1	2	6	0	8	0	0	3	2
1. Works with parents, guardians, and families to act on behalf of their children to address problems that impact students' success in school.	N. Skills/Practices 1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.	1	4	4	0	8	0	0	3	2
3. Consults with teachers and staff and social agencies to create an environment that promotes the academic, career and personal/social development of all PK-12 students.	3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.	0	5	4	0	8	0	0	2	3

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2. Knows strategies of leadership designed to enhance the learning environment of schools.	Leadership O. Knowledge 2. Knows strategies of leadership designed to enhance the learning environment of schools.	0	3	6	0	7	1	0	1	4
3. Knows how to design, implement, manage and evaluate a systemic and comprehensive counseling and guidance program (e.g., ASCA National Model).	3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.	1	3	3	0	7	1	1	2	2
1. Designs, implements, manages and evaluates a school counseling program.	P. Skills/Practices 1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.	1	3	5	This component not assessed in 2008.			1	2	2

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2. Plans and presents guidance-related educational programs for parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).	2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).	0	4	5	0	7	1	0	1	4