Nova Southeastern University
Center for Psychological Studies

Master's Program in School Counseling

CANDIDATE'S GUIDE TO THE FLORIDA EDUCATOR ACCOMPLISHED PRACTICES

and Description of Candidate Portfolio

Fall 2011

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INTRODUCTION TO FLORIDA EDUCATOR ACCOMPLISHED PRACTICES

The Florida Educator Accomplished Practices (Accomplished Practices) were adopted by the State of Florida Department of Education to delineate the knowledge base and skills required of educators in the public school system. Articulation of the Accomplished Practices in this guide captures the content required by the Florida Department of Education, and reflects the commitment of the Center for Psychological Studies (CPS) to a performance-based assessment of these essential competencies.

The *Candidate's Guide to the Florida Educator Accomplished Practices* was designed to assist candidates in developing a thorough understanding of the practices in light of the role of the practicing school counselor. For each of the twelve Accomplished Practices, definitions and key courses in which the Accomplished Practices are evaluated are provided. It is important to note that the skills and competencies reflected in the practices are emphasized throughout the curriculum of the program. However, evaluation of proficiency, remediation, and monitoring of the Accomplished Practices are conducted only in selected "benchmark" courses. Pre-professional mastery of Accomplished Practices is achieved by receiving a rating of "Met" or "Exceeded" on the rubrics used to assess performance on the 24 "Marker Tasks". Candidates also complete reflective summaries of each practice related to the required activities and the role of the school counselor. Faculty grade and provide feedback on each required marker task assignment and in cases where the practice has not been successfully demonstrated, candidates are remediated within the context of the course through additional instruction and assignments. In the event that one does not successfully demonstrate the practice by the end of the course, the instructor notifies the school counseling program administrator who assists in planning remediation of the practice. This may include taking additional courses or completing supplemental assignments.

In addition to the marker tasks in the benchmark courses, there are several Key Assessment tasks which are completed by candidates enrolled in any teacher education program at Nova Southeastern University. Mastery of these key assessments is evaluated in the same manner as marker tasks in benchmark courses and formal remediation is conducted as needed.

At the beginning of the school counseling internship course, the instructor will evaluate mastery of all twelve Accomplished Practices by reviewing the 24 designated marker tasks. This evaluation will be based on a candidate portfolio which will be described in the next section.

Development of competency in the Accomplished Practices is a process that will continue throughout one's educational and professional career. Specific tasks have been carefully designed and implemented by the faculty of the school counseling program to ensure adequate opportunities to learn, practice, and achieve pre-professional mastery of competencies in each of the Accomplished Practices.

We hope this *Candidate's Guide to the Florida Educator Accomplished Practices* serves as a reference throughout your training to assist you in your professional development. As always, if you have any questions, please contact the Program Administrator for the School Counseling Program, Joyce H. Silverman, at (954) 262-5711, 1-800-541-6682 Ext. 25711, silvermj@nova.edu.

DESCRIPTION OF CANDIDATE PORTFOLIO

The requirement for a candidate portfolio reflects Nova Southeastern University's commitment to state guidelines and to authentic assessment of candidates' educational outcomes. The portfolio is also intended to help candidates prepare for the challenges of the school counseling profession in the 21st century.

The Candidate Portfolio is an electronic document that contains evidence of candidates' learning outcomes attained throughout the program. The framework of the portfolio is based on twelve Accomplished Practices (see *Index to Florida Educator Accomplished Practices*, pp. 7-12).   The portfolio is a collection of various evidence that indicate mastery of candidates' acquisition of professional school counseling skills in each of the 12 Accomplished Practices.   The evidence of mastery is in the form of specific assessments that will be taken from the candidate's course work.

The Candidate Portfolio has several purposes:

1. *The portfolio is an authentic method of assessing educational outcomes.*
2. *The portfolio is a comprehensive way of assessing Accomplished Practices attained by the candidate during the program.*
3. *The portfolio documents the candidate's practices and products.*
4. *The process allows for active reflection and participation of the candidate in the assessment of learning.*
5. *The portfolio can be used by the candidate for job interviews and other professional endeavors.*

Below are answers to key questions regarding the candidate portfolio:

HOW DO I KNOW WHAT TO INCLUDE IN MY PORTFOLIO?
The Portfolio Final Assessment form lists all the required documents you must include in the portfolio (see pages 22-23).   The Index on pages 7-12 outlines the specific assessments that will need to be included in your portfolio.   Two assessments are required for each of the 12 Accomplished Practices (for a total of 24 assessments). All assessments are required and there can be no substitutions. Each of your assessments will require a cover page (see page 19). Each assessment is imbedded in a particular course, and you will have to receive a mark of "Met" or "Exceeded" (resulting in a passing score) on each assessment in order to demonstrate mastery.   When an Accomplished Practice is not met, remediation must occur within the course and with the course instructor.

As part of the portfolio, you are required to complete a reflective summary of each Accomplished Practice describing the relationship between the practice and the role of the school counselor, a summary of your understanding of the practice given the required activity, and a self-assessment of your strengths and areas in need of improvement. It is recommended that you complete this Reflective Summary as soon as you meet both requirements on a particular Accomplished Practice. You do not need to wait until internship to write your Reflective Summaries.

During your internship, the instructor will be assisting you with the completion of your portfolio. You will be required to write a final reflective essay which requires you to reflect on how the 12 Accomplished Practices were infused and implemented into the internship experience.

In addition to the artifacts and summaries, you will be required to include the following narratives and documents in your portfolio:

- Personal statement identifying the purpose of the portfolio
- Résumé
- Philosophy of Counseling (e.g., philosophy paper requirement in PYCL 515)
- NSU transcript (unofficial)
- Practicum Professional Behaviors and Skills and Student Evaluation Form
- Internship Final Evaluation Form
- Assessment of Accomplished Practices

Your internship instructor will provide you with more detailed information about each of the required narratives.

HOW IS THE PORTFOLIO EVALUATED?
Each assessment will be evaluated by the instructor of the course in which the assessment is imbedded. You must receive a score of "Met" or "Exceeded" on the assessment rubric in order to demonstrate mastery of the practice on the marker task. If you do not receive a passing score, the instructor will help you find ways to remediate this requirement within the course. If you cannot remediate this requirement, the School Counseling Program Administrator will be notified and a remediation plan will be developed that may require you to repeat the course. Ultimately it is your responsibility to make sure that you meet the requirement for each Accomplished Practice assessment.

The 24 artifacts and 12 reflective summaries will be evaluated by the instructor of your internship course. The overall portfolio including narratives and your final reflection will also be evaluated on a pass/fail basis by the instructor of the internship course.
WHAT DO I DO IF A FACULTY MEMBER DOES NOT RETURN MY

ASSESSMENT?

If you are currently going through the program and an instructor does not return your assessment, it is your responsibility to retrieve them. In most cases, if you provide the instructor with a self-addressed stamped envelope you will get back your work. If you are experiencing other difficulties in getting your graded assessments back, show this guide to the faculty member and explain why you need the assessment. It is essential that the faculty cooperate in returning candidates' assessments in order for candidates to be able to create the Accomplished Practices Portfolio.

DOES THE PORTFOLIO COUNT TOWARDS MY COURSE GRADE?

Individual assignments in the courses you take are designated as portfolio assignments, and they count towards your course grades. The portfolio will receive its own grade of "P" (Pass) or "F" (Fail) at the end of the program when you submit the entire document for evaluation. The portfolio grade will not be computed in your grade point average, but a "P" (Pass) will be a requirement for achieving a passing grade in the internship course and for graduation.

HOW DO I SUBMIT MY PORTFOLIO?

The portfolio must be submitted to your internship instructor electronically by using a CD-ROM disk. You are responsible for scanning your work with the instructor's comments. The assessments must have the instructor's comments and grade; otherwise they will not be accepted.

WHAT HAPPENS IF I DO NOT FINISH MY PORTFOLIO IN PYCL 688/689?

Your final portfolio must be finished when you finish PYCL 688/689. Revisions and recommended changes are allowed between the review of the 24 artifacts and their corresponding summaries and submission of your final portfolio which includes the other required documentation and final reflection. There are no "I" (Incomplete) grades given in PYCL 688/689. You must have had a successful evaluation of your portfolio by the end of the course. Candidates who have not completed all course work by the end of internship, especially courses with Marker Tasks, should contact the program administrator.

CAN I GRADUATE IF I DO NOT RECEIVE A "PASS" ON MY PORTFOLIO?

You must receive a "P" on the portfolio in order to graduate.

INDEX TO FLORIDA EDUCATOR ACCOMPLISHED PRACTICES AND FIELD EXPERIENCES

ACCOMPLISHED PRACTICE	NUMBER & TITLE OF BENCHMARK COURSE	MARKER TASKS
1. Assessment	***KEY ASSESSMENT / Marker Task 1*** PYCL 560 – Appraisal and Evaluation in School Counseling	• Reviewing Standardized Tests
	Marker Task 2 PYCL 507 – Research and Evaluation for Counselors	• Research Review
	Field-Based Assessment PYCL 688/689 – School Counseling Internship/Continuing School Counseling Internship	• Internship Mid-Point Evaluation • Internship Final Evaluation
2. Communication	***Marker Task 1*** PYCL 504 – Counseling Skills	• Videotaped Session
	Marker Task 2 PYCL 665 – School Consultation Skills	• Consultation Experience and Paper
	Field-Based Assessment PYCL 685 – School Counseling Practicum	• Professional Behaviors and Skills and Student Evaluation Form
	PYCL 688/689 – School Counseling Internship/Continuing School Counseling Internship	• Internship Mid-Point Evaluation • Internship Final Evaluation

ACCOMPLISHED PRACTICE	NUMBER & TITLE OF BENCHMARK COURSE	MARKER TASKS
3. Continuous Improvement	*Marker Task 1* PYCL 515 – Principle of School Counseling	• Student Self-Improvement Plan
	KEY ASSESSMENT 3 / Marker Task 2 PYCL 685 – School Counseling Practicum	• School-wide Improvement Plan
	Field-Based Assessment PYCL 685 – School Counseling Practicum	• Professional Behaviors and Skills and Student Evaluation Form
	PYCL 688/689 – School Counseling Internship/Continuing School Counseling Internship	• Internship Mid-Point Evaluation • Internship Final Evaluation
4. Critical Thinking	*Marker Task 1* PYCL 507 – Research and Evaluation for Counselors	• Research Critique Paper
	Marker Task 2 PYCL 665 – School Consultation Skills	• Consultation Experience and Paper
	Field-Based Assessment PYCL 685 – School Counseling Practicum	• Professional Behaviors and Skills and Student Evaluation Form
	PYCL 688/689 – School Counseling Internship/Continuing School Counseling Internship	• Internship Mid-Point Evaluation • Internship Final Evaluation

ACCOMPLISHED PRACTICE	NUMBER & TITLE OF BENCHMARK COURSE	MARKER TASKS
5. Diversity	*Marker Task 1* PYCL 585 – Psychology of Exceptional and At-Risk Children	• Individual Exceptionality Project
	Marker Task 2 PYCL 632 – Social and Cultural Foundations of Counseling	• Research Paper
	Field-Based Assessment PYCL 685 – School Counseling Practicum	• Professional Behaviors and Skills and Student Evaluation Form
	PYCL 688/689 – School Counseling Internship/Continuing School Counseling Internship	• Internship Mid-Point Evaluation • Internship Final Evaluation
6. Ethics	*KEY ASSESSMENT 6 / Marker Task 1* PYCL 515 – Principles of School Counseling	• Code of Ethics Case Study
	Marker Task 2 PYCL 585 – Psychology of Exceptional and At-Risk Children	• IDEA Assignment
	Field-Based Assessment PYCL 685 – School Counseling Practicum	• Professional Behaviors and Skills and Student Evaluation Form
	PYCL 688/689 – School Counseling Internship/Continuing School Counseling Internship	• Internship Mid-Point Evaluation • Internship Final Evaluation

ACCOMPLISHED PRACTICE	NUMBER & TITLE OF BENCHMARK COURSE	MARKER TASKS
7. Human Development & Learning	*Marker Task 1* PYCL 512 – Human Growth and Development	• Final Examination
	Marker Task 2 PYCL 585 – Psychology of Exceptional and At-Risk Children	• Individual Exceptionality Project
	Field-Based Assessment PYCL 685 – School Counseling Practicum PYCL 688/689 – School Counseling Internship/Continuing School Counseling Internship	• Professional Behaviors and Skills and Student Evaluation Form • Internship Mid-Point Evaluation • Internship Final Evaluation
8. Knowledge of Subject Matter	*KEY ASSESSMENT 8* Florida Teaching Certification Examinations	• FTCE General Knowledge/CLAST • FTCE Professional Education • FTCE Subject Area
	Marker Task 1 PYCL 515 – Principles of School Counseling	• Final Examination
	Marker Task 2 PYCL 502 – Counseling Theories and Practice	• Research Paper
	Field-Based Assessment PYCL 685 – School Counseling Practicum PYCL 688/689 – School Counseling Internship/Continuing School Counseling Internship	• Professional Behaviors and Skills and Student Evaluation Form • Internship Mid-Point Evaluation • Internship Final Evaluation

ACCOMPLISHED PRACTICE	NUMBER & TITLE OF BENCHMARK COURSE	MARKER TASKS
9. Learning Environments	*Marker Task 1* PYCL 665 – School Consultation Skills	• Highly Effective Schools Project
	Marker Task 2 PYCL 685 – School Counseling Practicum	• Classroom Environment Project
	Field-Based Assessment PYCL 688/689 – School Counseling Internship/Continuing School Counseling Internship	• Internship Mid-Point Evaluation • Internship Final Evaluation
10. Planning	*Marker Task 1* PYCL 510 – Career Development	• Guidance Plan
	Marker Task 2 PYCL 685 – School Counseling Practicum	• Community Resource Guide
	Field-Based Assessment PYCL 688/689 – School Counseling Internship/Continuing School Counseling Internship	• Internship Mid-Point Evaluation • Internship Final Evaluation

ACCOMPLISHED PRACTICE	NUMBER & TITLE OF BENCHMARK COURSE	MARKER TASKS
11. Role of the School Counselor	*Marker Task 1* PYCL 515 – Principles of School Counseling	• Interview of a School Counselor
	Marker Task 2 PYCL 685 – School Counseling Practicum	• School Counselor Accountability Assignment
	Field-Based Assessment PYCL 685 – School Counseling Practicum PYCL 688/689 – School Counseling Internship/Continuing School Counseling Internship	• Professional Behaviors and Skills and Student Evaluation Form • Internship Mid-Point Evaluation • Internship Final Evaluation
12. Technology	*KEY ASSESSMENT 12 / Marker Task 1* PYCL 550 – Contemporary Clinical Interventions	• Presentation on an At-Risk Population
	Marker Task 2 PYCL 570 – Ethical, Legal, and Professional Issues for Counselors	• HIPAA Privacy and Security Training on WebCT
	Field-Based Assessment PYCL 688/689 – School Counseling Internship/Continuing School Counseling Internship	• Internship Mid-Point Evaluation • Internship Final Evaluation

Florida Educator Accomplished Practice #1:
ASSESSMENT

DEFINITION AND CONTEXT

School counselors collect and use data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Some examples of these assessments may include standardized tests, past grades in school, intelligence measures, behavioral assessments, or assessments for disabilities. The school counselor can identify and match candidates' instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.

Florida Educator Accomplished Practice #2:
COMMUNICATION

DEFINITION AND CONTEXT

School counselors recognize the need for effective communication. They have the knowledge and skills necessary to facilitate communication and collaboration with children/adolescents and among teams of school personnel, families, community professionals, and others. School counselors have positive interpersonal skills, listen, adapt, address ambiguity, and are patient in difficult situations. They have knowledge of the important features of collaboration and use effective consultation skills with everyone, including individuals of diverse backgrounds and characteristics. In addition to their knowledge and skills in communication and collaboration, school counselors clearly present and disseminate information, verbally and in written documents, to diverse audiences, such as parents, teachers, school boards, policy makers, community leaders, colleagues, and others in a variety of contexts.

Florida Educator Accomplished Practice #3:
CONTINUOUS IMPROVEMENT

DEFINITION AND CONTEXT

School counselors recognize that their own learning and development is a continuous, lifelong process. They routinely evaluate their own knowledge, professional competencies, and outcomes of their services. They use their evaluation and self-reflection to determine specific needs for continuing professional development, and they acquire training and attend continuing professional development activities in order to strengthen weaknesses and to remain current in meeting the needs of all stakeholders.

Florida Educator Accomplished Practice #4:
CRITICAL THINKING

DEFINITION AND CONTEXT

The school counselor often educates students in the classroom setting. In this setting, the school counselor will utilize strategies that develop higher order thinking skills in students. When setting up students' academic and course work plans, school counselors will encourage students to challenge themselves with classes that require higher levels of critical thinking.

School counselors teach and encourage critical thinking in their students. However, school counselors must also be able to regularly utilize their own problem-solving and critical thinking abilities. School counselors base their practices on sound research and translate new research findings into service delivery improvements.

Florida Educator Accomplished Practice #5:
DIVERSITY

DEFINITION AND CONTEXT

School counselors have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in children's development and learning. This knowledge is utilized in the selection of assessment devices and in developing academic and social/behavioral interventions for children.

School counselors establish an environment that accepts and fosters diversity. They demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. They create a climate and foster in others a spirit of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

Florida Educator Accomplished Practice #6:
ETHICS

DEFINITION AND CONTEXT
School counselors adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida as well as the Ethical Standards for School Counselors set forth by the American School Counselor Association (ASCA) and the American Counseling Association (ACA). They have knowledge of all appropriate ethical, professional, and legal standards. School counselors promote due process guidelines in all decisions affecting students; maintain accepted standards in consultation, intervention, and general professional practice; and fulfill all legal requirements in response to law and court decisions. They use their knowledge of professional and legal standards to advocate for the rights and welfare of children and families and to promote public policies and practices in schools and other settings. They recognize their own limitations and biases, as well as those areas in which they have training and expertise.

Florida Educator Accomplished Practice #7:
HUMAN DEVELOPMENT AND LEARNING

DEFINITION AND CONTEXT

School counselors have knowledge of human developmental processes, methods to assess these processes, and intervention techniques and accommodations necessary for the development of behavioral, affective, adaptive, and social skills. They also have knowledge of learning theories and concepts and disorders of development. They apply this knowledge in the development of effective instructional and behavioral strategies to promote student progress. They also utilize this knowledge in consulting with and supporting school personnel in providing a positive learning environment, making appropriate accommodations, and developing instructional curriculum for students of varying levels of development.

Florida Educator Accomplished Practice #8:
KNOWLEDGE OF SUBJECT MATTER

DEFINITION AND CONTEXT

School counselors have knowledge of current theory and research in the areas of child and adolescent development and learning theory, mental health, human diversity, and biological, cultural, and social influences on behavior. They apply their knowledge of these factors to the identification and recognition of behaviors that are precursors to academic, behavioral, and serious personal difficulties (e.g., anxiety or depression concerns, defiant behavior, drug and alcohol abuse, etc.). They have knowledge of the cognitive, academic, social-emotional, and behavioral profiles of students with different abilities, disabilities, strengths, and needs.

School counselors have knowledge of intervention methods for counseling students in different settings including individual counseling, small group counseling, and large group counseling. School counselors also have knowledge of how and when to refer students and/or families to outside agencies for mental health services. School counselors know how to effectively consult and collaborate with other school faculty and community mental health practitioners.

Florida Educator Accomplished Practice #9:
LEARNING ENVIRONMENTS

DEFINITION AND CONTEXT

School counselors have knowledge of and facilitate the development and implementation of strategies that result in optimal instructional environments with maximum opportunities for learning and appropriate behavior. They evaluate the components of environments that facilitate or impede behavioral changes for children and identify how environmental factors and children's characteristics interact to affect academic and social/behavioral outcomes. School counselors have knowledge of research on classroom climate and ecological and behavioral approaches to classroom management and apply this knowledge in assisting teachers and other school personnel in creating safe environments where opportunities for learning are maximized.

Florida Educator Accomplished Practice #10:
PLANNING

DEFINITION AND CONTEXT

School counselors work collaboratively with other school personnel to develop student specific cognitive, academic, and behavioral goals for the students they serve. When developing the school counseling curriculum, school counselors continually seek advice/information from appropriate resources, interpret the information, and modify their plans accordingly. The classroom guidance instruction incorporates a creative environment and utilizes varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. School counselors regularly reflect upon their classroom experiences to refine the learning experiences of their students.

Florida Educator Accomplished Practice #11:
ROLE OF THE SCHOOL COUNSELOR

DEFINITION AND CONTEXT

Given the vast needs of students, families, schools, and communities, the role of the school counselor is varied and extensive. The traditional activities of the school counselor include individual counseling, small group counseling, large group counseling, consultation, and collaboration. In addition to these traditional school counseling activities, school counselors regularly contribute to the development of school, agency, community, and/or public policies and procedures that advocate for effective programs and services to benefit all children, youth, and families. They promote mental health in schools and collaborate with professionals in providing safe and violence free schools and communities. School counselors use their knowledge of professional and legal standards to advocate for the rights and welfare of children and families and promote practices that help children and families of all backgrounds feel welcome in the school community. School counselors provide leadership in schools and other agencies in understanding and using research and evaluation data and clearly present and disseminate information to diverse audiences to promote improvement in instruction and student achievement.

Florida Educator Accomplished Practice #12:
TECHNOLOGY

DEFINITION AND CONTEXT

School counselors use technology as available at their school sites and as appropriate to each learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The school counselor also uses technology to manage, evaluate, and improve instruction.

School counselors use information resources such as the World Wide Web, email, interactive television, and distance learning technology to acquire information and current research findings, and to continue their professional development. They have knowledge and skills in using word processing programs, spread sheets, test scoring software, and other computer resources to function more effectively and efficiently. School counselors use these resources when designing, implementing, and evaluating instructional programs or interventions for children.

Master of Science in School Counseling
COVER PAGE FOR ACCOMPLISHED PRACTICE MARKER TASK

<u>Note to the Instructor</u>: **Please complete one Cover Page for each FEAP assignment listed on the syllabus. Use this form to provide candidate feedback on the marker task assignment and a grade (Not Met, Met, Exceeded)**

<u>Note to the Candidate</u>: **This completed and signed Cover Page must accompany your marker task assignment. By the end of the program, you would have 24 Cover Pages, each corresponding to each of the 24 required Accomplished Practice marker task assignments. Attach this completed form to the front of the assessment artifact. All 24 Cover Pages and assignments are part of your portfolio.**

Name: _____ NSU ID#: _____

Program Site: _____

Certification of Authorship: Submission of an assignment with this cover page verifies that I, the candidate, have completed this original work and have observed NSU's policy on plagiarism.

Assignment Title: _____

Course: _____ Instructor: _____ Due Date: _____

Accomplished Practice: Check <u>ONE</u> that applies.
_____	1. Assessment	_____	7. Human Development and Learning
_____	2. Communication	_____	8. Knowledge of Subject Matter
_____	3. Continuous Improvement	_____	9. Learning Environment
_____	4. Critical Thinking	_____	10. Planning
_____	5. Diversity	_____	11. Role of the Teacher
_____	6. Ethics	_____	12. Technology

Instructor Comments/Feedback on Assignment:

Assignment Grade: _____   Date Received by Instructor: _____

_____   _____ _____
Instructor's Name   **Instructor's Signature**   **Date**

NOVA SOUTHEASTERN UNIVERSITY
Center for Psychological Studies

Master of Science in School Counseling
ACCOMPLISHED PRACTICE REFLECTIVE SUMMARY

Twelve of these essays are required, one for each Accomplished Practice.

Name: _____ NSU ID#: _____

Program Site: _____ Date: _____

Accomplished Practices: Check which Accomplished Practice this Reflective Essay covers.

_____	1. Assessment	_____	7. Human Development and Learning
_____	2. Communication	_____	8. Knowledge of Subject Matter
_____	3. Continuous Improvement	_____	9. Learning Environment
_____	4. Critical Thinking	_____	10. Planning
_____	5. Diversity	_____	11. Role of the Teacher
_____	6. Ethics	_____	12. Technology

In your essay, cover the following topics:
1) Reflect on the relationship between the Accomplished Practice and the role of the School Counselor.
2) Discuss your understanding of the Accomplished Practice given the required marker task(s).
3) Discuss your areas and strengths and areas where you need improvement within this Accomplished Practice.

Essay (attached additional pages if needed):

_____   _____
Candidate Signature   **Date**

Master of Science in School Counseling
FINAL CANDIDATE REFLECTION ESSAY
Only ONE of these forms is required at the completion of your internship experience.

Name: _____ NSU ID#: _____

Program Site: _____ Date: _____

Internship Instructor: _____

In your essay, cover the following topics:

1) Discuss the outcomes of your portfolio experience within the framework of Accomplished Practices.
2) How did you implement the Accomplished Practices during your internship?
3) How do you plan to continue implementing the Accomplished Practices as a school counselor?
4) Discuss the most difficult accomplished practice for you and how you plan to improve in this area.

Essay (attached additional pages if needed):

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_____   _____
Candidate Signature   **Date**

Master of Science in School Counseling
PORTFOLIO FINAL ASSESSMENT FORM

Name: _____ NSU ID#: _____

Program Site: _____ Date: _____

PYCL 688/689 CRN: _____Internship Instructor: _____

ALL SECTIONS OF THE PORTFOLIO MUST BE SUBMITTED ON A CD-ROM. PAPER COPIES WILL NOT BE ACCEPTED. ASSESSMENTS OR OTHER DOCUMENTS REQUIRING SIGNATURES SHOULD BE SCANNED ONTO THE CD-ROM. EVERYTHING MUST BE CLEARLY LABELED.

Verification of the Portfolio Content
An "X" indicates the objective has been met by the School Counseling degree candidate.

Section I: Candidate Introduction

REQUIRED
- ❑ Personal Statement (including purpose of portfolio)
- ❑ Résumé
- ❑ Philosophy of Counseling
- ❑ NSU Transcript (unofficial)
- ❑ Practicum Professional Behaviors & Skills and Student Evaluation Form
- ❑ Internship Final Evaluation Form
- ❑ Intern's Assessment of the Accomplished Practices

OPTIONAL
- ❑ Letters of Recommendation
- ❑ Testimonials
- ❑ Other

Section II: Accomplished Practices Assessments/Artifacts

Remember: Each assessment must contain the "Cover Page for Accomplished Practice Maker Task" with the instructor's grade, signature, and comments.

1. Assessment ❑ ❑
2. Communication ❑ ❑
3. Continuous Improvement ❑ ❑
4. Critical Thinking ❑ ❑
5. Diversity ❑ ❑
6. Ethics ❑ ❑

7. Human Development and Learning ❑ ❑
8. Knowledge of Subject Matter ❑ ❑
9. Learning Environments ❑ ❑
10. Planning ❑ ❑
11. Role of the Teacher ❑ ❑
12. Technology ❑ ❑

Section III: Accomplish Practice Reflective Summary Essays

1. Assessment ❑
2. Communication ❑
3. Continuous Improvement ❑
4. Critical Thinking ❑
5. Diversity ❑
6. Ethics ❑

7. Human Development and Learning ❑
8. Knowledge of Subject Matter ❑
9. Learning Environments ❑
10. Planning ❑
11. Role of the Teacher ❑
12. Technology ❑

Section IV: Final Candidate Reflection Essay

❑ Final Candidate Reflection Essay

_____   _____

Candidate's Signature   **Date**