

Community Agency Counseling

ePortfolio Guide

Missouri State University

Missouri State Portfolio Guide
MoSPE & Conceptual Framework Standards

QUALITY INDICATORS	PERFORMANCE INDICATORS
<p>MoSPE 1: Content Knowledge Aligned with Appropriate Instruction.</p> <p>The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make aspects of subject matter meaningful and engaging for students.</p> <p>CONCEPTUAL FRAMEWORK</p> <p>1. Foundations and Content Integration</p> <p>2. Subject Matter Knowledge</p>	<p>1.1 Demonstrates basic content knowledge as well as academic language of disciplines.</p> <p>1.2 Demonstrates an awareness of teaching methodologies used to engage students in subject matter.</p> <p>1.3 Utilizes disciplinary methods of inquiry and research.</p> <p>1.4 Demonstrates an understanding of what constitutes an interdisciplinary lesson.</p> <p>1.5 Demonstrates an understanding of cultural diversity and the potential for bias in teaching.</p>
<p>MoSPE 2: Student, Learning Growth and Development.</p> <p>The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and that support the intellectual, social, and personal development of all students.</p> <p>CONCEPTUAL FRAMEWORK</p> <p>3. Learning and Development</p> <p>9. Diversity</p>	<p>2.1 Demonstrates a basic knowledge of principles of child/adolescent development.</p> <p>2.2 Demonstrates the ability to set short and long-term goals, organize, implement, and selfreflect.</p> <p>2.3 Demonstrates a basic knowledge of theories of learning.</p> <p>2.4 Demonstrates an understanding that students differ in their approaches to learning.</p> <p>2.5 Explains how students' prior experiences, multiple intelligences, strengths, and needs to positively impact learning.</p> <p>2.6 Explains how instruction is connected to students' prior experiences, family, culture, and community.</p>

<p>MoSPE 3: Curriculum Implementation.</p> <p>The teacher recognizes the importance of long range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.</p> <p>CONCEPTUAL FRAMEWORK 6. Professional Skills</p>	<p>3.1 Demonstrates an understanding of curriculum, instructional alignment, and national and state standards.</p> <p>3.2 Demonstrates an understanding of the importance of using appropriate strategies, materials, and technology based on the needs of diverse learners</p> <p>3.3 Demonstrates an understanding of the importance of differentiated instruction and short and long-term instructional goal planning to meet student needs.</p>
<p>MoSPE 4: Critical Thinking.</p> <p>The teacher uses a variety of instructional strategies and resources to encourage students' development and critical thinking, problem solving, and performance skills.</p> <p>CONCEPTUAL FRAMEWORK 6. Professional Skills</p>	<p>4.1 Demonstrates a general knowledge of various types of instructional strategies to promote critical thinking.</p> <p>4.2 Demonstrates an understanding of how using current instructional resources benefits the teaching and learning process.</p> <p>4.3 Demonstrates an understanding of the importance of using cooperative learning strategies for effective student engagement.</p>
<p>MoSPE 5: Positive Classroom Environment.</p> <p>The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.</p> <p>CONCEPTUAL FRAMEWORK 6. Professional Skills</p>	<p>5.1 Recognizes principles of classroom management, motivation, and engagement.</p> <p>5.2 Recognizes the importance of managing time, space, transitions, and activities.</p> <p>5.3 Recognizes the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning.</p>

<p>MoSPE 6: Effective Communication.</p> <p>The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>CONCEPTUAL FRAMEWORK 6. Professional Skills</p>	<p>6.1 Demonstrates effective verbal and nonverbal communication techniques.</p> <p>6.2 Recognizes sensitivity to differences in culture, gender, intellectual and physical ability in classroom communication.</p> <p>6.3 Identifies the importance of facilitating learner expression in speaking, writing, listening, and other media.</p> <p>6.4 Develops skills in using a variety of media communication tools.</p>
<p>MoSPE 7: Student Assessment and Data Analysis</p> <p>The teacher understands and uses formative and summative assessment strategies to assess the learner’s progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.</p> <p>CONCEPTUAL FRAMEWORK 7. Assessment Skills</p>	<p>7.1 Demonstrates the importance of using formative and summative assessment strategies.</p> <p>7.2 Recognizes the importance of using assessment data to guide instructional approaches and learning strategies.</p> <p>7.3 Recognizes the importance of self and peer assessment, differences in formats, and can set their own learning goals.</p> <p>7.4 Recognizes the importance of gathering assessment data to show the effectiveness of instruction on individual/class learning.</p> <p>7.5 Recognizes the importance of maintaining confidentiality of student records and communicating student progress to students, families, colleagues, and administrators.</p> <p>7.6 Recognizes the importance of the collaborative data analysis process.</p>

<p>MoSPE 8: Professional Practice.</p> <p>The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.</p> <p>CONCEPTUAL FRAMEWORK 4. Reflective and Inquiry Skills 8. Dispositions</p>	<p>8.1 Articulates understanding of the importance of reflective practice and continual professional growth.</p> <p>8.2 Articulates the importance of regular participation in professional learning opportunities.</p> <p>8.3 Recognizes ethical practices and the influence of district policies and school procedures on professional practice.</p>
<p>MoSPE 9: Professional Collaboration.</p> <p>The teacher has effective working relationships with students, families, school colleagues and community members.</p> <p>CONCEPTUAL FRAMEWORK 10. Collaboration and Leadership</p>	<p>9.1 Reflects on the importance of fostering appropriate relationships with peers and school personnel.</p> <p>9.2 Recognizes the importance of accessing basic services available in the school and community to support students and their learning.</p> <p>9.3 Reflects on the importance of developing relationships with students, families, and communities in support of student learning.</p>

Community Agency Counseling Option

QUALITY INDICATORS	PERFORMANCE INDICATORS	COURSE
<p>1. Human Growth and Development</p> <p>Studies that provide an understanding of the nature and needs of individuals at all developmental levels.</p>	<p>1.1 Studies in this area include, but are not limited to, the following Theories of Individual and Family development and transitions.</p> <p>1.2 Studies in this area include, but are not limited to, the following Learning and personality development</p> <p>1.3 Studies in this area include, but are not limited to, the following Human behavior, development. Crises, disability, addictions, psychopathology, environment, normal and abnormal</p> <p>1.4 Studies in this area include, but are not limited to, the following Strategies for facilitating development</p> <p>1.5 Studies in this area include, but are not limited to, the following Ethical considerations</p>	<p>1.1 COU 607</p> <p>1.2 COU 607</p> <p>1.3 COU 607</p> <p>1.4 COU 607, COU 608, COU 651</p> <p>1.5 COU 602, COU670, COU681/683</p>
<p>2. Social and Cultural COU 614 Foundations</p> <p>Studies that provide an understanding of issues and trends in a multicultural and diverse society.</p>	<p>2.1 Studies in this area include, but are not limited to, the following Multicultural and pluralistic trends</p> <p>2.2 Studies in this area include, but are not limited to, the following Attitudes and behaviors based on age, race, religion, disability, sex orientation, ethnicity, culture, family, gender, SES, intellect.</p> <p>2.3 Studies in this area include, but are not limited to, the following Individual., group and family strategies with diverse groups</p> <p>2.4 Studies in this area include, but are not limited to, the following Ethical considerations</p> <p>2.5 Studies in this area include, but are not limited to, the following Counseling and consulting theories, individual and systems perspectives, research</p>	<p>2.1 COU 614</p> <p>2.2 COU 614</p> <p>2.3 COU 614</p> <p>2.4 COU 614</p> <p>2.5 COU 651/608</p>

<p>3. Helping Relationships</p> <p>Studies that provide an understanding of the counseling and consultation</p>	<p>3.1 Studies in this area include, but are not limited to, the following Basic interviewing, assessment, counseling skills</p> <p>3.2 The professional school counselor candidate applies assessment results to the counseling process Counselor characteristics and behaviors that influence process (age, gender, ethnic, personal char)</p> <p>3.3 Studies in this area include, but are not limited to,</p>	<p>3.1 COU 610/611; COU 651/608</p> <p>3.2 COU 605; COU 651/608</p> <p>3.3 COU 607; COU 605; COU 651/608</p> <p>3.4 COU 603; COU 610/611; COU 675</p>
	<p>the following Client characteristics and behaviors that influence process (age, gender, ethnic, personal char)</p> <p>3.4 Studies in this area include, but are not limited to, the following Ethical considerations</p> <p>3.5 Studies in this area include, but are not limited to, the following Principles of group dynamics</p>	<p>3.5 COU 656</p>
<p>4. Group Work</p> <p>Studies that COU 656 provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.</p>	<p>4.1 Studies in this area include, but are not limited to, the following Group leadership styles and approaches</p> <p>4.2 Studies in this area include, but are not limited to, the following Theories of group counseling, research</p> <p>4.3 Studies in this area include, but are not limited to, the following Group counseling methods, behaviors, ethics, selection, evaluation</p> <p>4.4 Studies in this area include, but are not limited to, the following Approaches for other group work (task, prevention, support and therapy)</p> <p>4.5 Studies in this area include, but are not limited to, the following Ethical considerations</p>	<p>4.1 COU 656</p> <p>4.2 COU 656</p> <p>4.3 COU 656</p> <p>4.4 COU 656</p> <p>4.5 COU 656/654 ; COU 605</p>

<p>5. Career and Lifestyle Development</p> <p>Studies that provide an understanding of career development and related life factors.</p>	<p>5.1 Studies in this area include, but are not limited to, the following Career development theories and models</p> <p>5.2 Studies in this area include, but are not limited to, the following Career, educational Information resources, media, computer career info systems</p> <p>5.3 Studies in this area include, but are not limited to, the following Career development program planning, organization, implementation, administration, evaluation</p> <p>5.4 Studies in this area include, but are not limited to, the following Relationships among work, family life roles, including multicultural and gender issues</p> <p>5.5 Studies in this area include, but are not limited to, the following Career and educational placement</p> <p>5.6 Studies in this area include, but are not limited to, the following Assessment instruments and techniques</p> <p>5.7 Studies in this area include, but are not limited to, the following Computer based career applications, including computer guidance systems</p>	<p>5.1 COU 652</p> <p>5.2 COU 652</p> <p>5.3 COU 652</p> <p>5.4 COU 652</p> <p>5.5 COU 652</p> <p>5.6 COU 652, COU 601</p> <p>5.7 COU 652, COU 601</p> <p>5.8 COU 652</p> <p>5.9 COU 652</p> <p>5.10 COU 601</p>
	<p>5.8 Studies in this area include, but are not limited to, the following Career counseling process, techniques and resources</p> <p>5.9 Studies in this area include, but are not limited to, the following Ethical considerations</p> <p>5.10 Studies in this area include, but are not limited to, the following Theory and history of assessment</p>	

<p>6. Appraisal</p> <p>Studies that provide COU 601 an understanding of individual and group approaches to assessment and evaluation.</p>	<p>6.1 Studies in this area include, but are not limited to, the following Validity</p> <p>6.2 Studies in this area include, but are not limited to, the following Reliability</p> <p>6.3 Studies in this area include, but are not limited to, the following Appraisal methods</p> <p>6.4 Studies in this area include, but are not limited to, the following Psychometric statistics</p> <p>6.5 Studies in this area include, but are not limited to, the following Age, gender, ethnicity, language, disability factors</p> <p>6.6 Studies in this area include, but are not limited to, the following Strategies for selecting, administering, interpreting and using assessment/evaluation instruments</p> <p>6.7 Studies in this area include, but are not limited to, the following Ethical considerations</p> <p>6.8 Studies in this area include, but are not limited to, the following Basic research methods</p>	<p>6.1 COU 601</p> <p>6.2 COU 601</p> <p>6.3 COU 601; COU 652; COU 653</p> <p>6.4 COU 601</p> <p>6.5 COU 601; COU 653</p> <p>6.6 COU 601; COU 652; COU 653</p> <p>6.7 COU 601; COU 652; COU 653</p> <p>6.8 SFT 690; COU 660</p>
<p>7. Research and Program Evaluation</p> <p>Studies that provide an understanding of types of research methods, basis statistics, and ethical and legal considerations of research.</p>	<p>7.1 Studies in this area include, but are not limited to, the following Basic parametric and non-parametric statistics</p> <p>7.2 Studies in this area include, but are not limited to, the following Principles, practices of needs assessment and program evaluation</p> <p>7.3 Studies in this area include, but are not limited to, the following Uses of computers for data management and analysis</p> <p>7.4 Studies in this area include, but are not limited to, the following Ethical and legal considerations</p> <p>7.5 Studies in this area include, but are not limited to, the following History of helping professions</p>	<p>7.1 SFT 690 COU 601</p> <p>7.2 SFT 690</p> <p>7.3 COU 660</p> <p>7.4 SFT 690; COU 660</p> <p>7.5 COU 603; COU 675</p>

<p>8. Professional Orientation</p> <p>Studies that provide an understanding of all aspects of professional functioning, including history, roles, organizational structure, ethics, standards, and credentialing.</p>	<p>8.1 Studies in this area include, but are not limited to, the following Professional roles and functions</p> <p>8.2 Studies in this area include, but are not limited to, the following Professional organizations, primarily ACA</p> <p>8.3 Studies in this area include, but are not limited to, the following Ethical standards of ACA and related entities</p> <p>8.4 Studies in this area include, but are not limited to, the following Professional preparation standards</p> <p>8.5 Studies in this area include, but are not limited to, the following Professional credentialing</p> <p>8.6 Studies in this area include, but are not limited to, the following Public policy processes, including advocacy</p>	<p>8.1 COU 603; COU 675</p> <p>8.2 COU 603; COU 675</p> <p>8.3 COU 603; COU 675</p> <p>8.4 COU 603; COU 675</p> <p>8.5 COU 603; COU 675</p> <p>8.6 COU 603; COU 675</p>
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The Professional Preparation Portfolio

Successful completion of a Professional Preparation Portfolio is required of all teacher education candidates at Missouri State in order to be recommended for initial certification to teach. This portfolio is a graphic anthology of a student's progress and performance in all coursework, practicum placements and student teaching experiences. The Professional Preparation Portfolio is also a medium by which the academic programs are evaluated for accreditation by the Missouri Department of Elementary and Secondary Education and the National Council for the Accreditation of Teacher Education.

Teacher education students will receive guidance throughout their program from the instructors of their courses to help answer questions and maintain quality of the portfolio. There are three checkpoints scheduled throughout the sequence of courses taken in the teacher education program. The checkpoints are individual conferences held between students and instructors to assure that everything is in order and progressing satisfactorily toward meeting the Missouri Standards for Teacher Education Program (MoSTEP) quality indicators and subject area competencies.

The first checkpoint occurs in SEC 302, PED 200, or MUS 200. The second will occur during the special methods courses or designated point in the degree program. The third and final checkpoint occurs during the student teaching semester. At that time the portfolio will be reviewed to determine if there is sufficient evidence to meet MoSTEP quality indicators and subject area competencies.

Portfolio Checkpoint 1: ELE 302/SEC 302/PED 200/MUS 200*

These artifacts are required and must be included within the portfolio at checkpoint 1:

- Professional Resume
- Clinical Placements Log
- Artifacts with cover sheets as assigned – minimum of lesson plan and appropriate artifact cover sheet □
Evaluation of uploaded materials by faculty

Portfolio Checkpoint 2: Special Methods Courses or Designated Point in Program A

summary of general expectations for Portfolio Checkpoint 2 follows:

- Artifacts and artifact cover sheets required by the specialty area that reflect knowledge, skills and professional dispositions aligned with standards
- Professional Resume further developed
- Clinical Placement form completed to reflect additional experiences and outcomes □ Educational Philosophy

Portfolio Checkpoint 3: Supervised Student Teaching

Artifacts may be required and reviewed by the specialty area faculty, University Student Teaching Supervisor and cooperating teacher. A summary of expected content follows:

- Additional artifacts and artifact cover sheets as required in order to meet MoSTEP quality indicators and subject area competencies
- Professional resume completed
- Clinical placement form completed to reflect culminating experiences and outcomes
- Complete section IV of your portfolio (Student Teaching Evaluations)

For additional help log on to the Missouri State PEU Website at <http://www.missouristate.edu/peu/>

*Students must consult with their departmental advisors concerning special requirements for artifact cover sheets. Limited examples follow.

Appendix 1: Portfolio Content and Requirements

- Access the portfolio website for further details at http://www.missouristate.edu/peu/student_portfolios/
- Candidates (students) starting the program in fall 2001 semester will be expected to develop the portfolio in an electronic format (web-based and/or zip disk or CD).
- There are four sections to the portfolio as noted below.
- Candidates that wish to maintain a hard copy of the portfolio, along with a copy in an electronic format, may purchase tabs that correspond to the following section at the University bookstore (Spring, 2002).
- The number and type of artifacts will correspond to the program assessment plan. See program faculty for guidance.
- Candidates should record progress toward meeting professional standards on the Portfolio Guide (see downloadable forms).

Portfolio Sections

Section I. Introduction

Section I contains the professional education candidate's:

- Educational Philosophy
- Resume'
- Log of Clinical Placements assigned during the program (downloadable form)

Section II. Professional Practice

Section II includes artifacts that represent performances aligned to the Conceptual Framework (CF) MoSTEP and specialty area standards.

- Download a copy of the Portfolio Guide (replaces the old Table of Contents) specific to your area of study. The Portfolio Guide should be kept in Section II of the portfolio with artifacts reflecting the required standards placed after the guide. Candidates are expected to monitor progress toward standards on the Portfolio Guide (downloadable form).
- Artifacts that reflect the Missouri State (CF) Learner Outcomes, the MoSTEP Standards and the specialty area standards will be placed in Section II of the portfolio. Artifacts must be accompanied by an Artifact Cover Sheet that documents the nature of the project as well as performances related to standards. (See downloadable forms to access the Artifact Cover Sheet and corresponding Directions for the Artifact Cover Sheet.

Section III. Showcase

Section III is the student Showcase Section. This is optional for students who elect to include items that will further illustrate their experiences in the professional education program as well as showcase mastery of professional standards and the Conceptual Framework general outcomes.

Section IV. Field Evaluations

This section should include practicum and student teaching field evaluations. See your program faculty for guidance regarding practicum materials and evaluations. For student teaching, include the evaluation of the cooperating teacher and the University supervisor of all placements in the student teaching semester.

APPENDIX 2: ABOUT THIS ARTIFACT - DIRECTIONS FOR THE ARTIFACT COVER SHEET

Cover sheets should be attached to artifacts within the Professional Preparation Portfolio as directed by program faculty. The purpose of the cover sheet is to ensure reflection and review regarding performances related to the Missouri State Professional Education Unit (PEU) Conceptual Framework (CF), the MoSTEP standards and your Specialty Area standards. Information provided on the cover sheet yields evidence of your progress in meeting professional education standards. . Directions for completing the sections of the cover sheet follow.

- “Title of artifact”: Typically, an artifact will have a designated title. If it does not, provide a brief description or name.
- “Date this artifact was collected”: When was the item completed, graded, or made available for inclusion in the portfolio? If necessary, give a more general time, e.g. “Fall Semester 2001.”
- “Course or experience where the artifact was developed”: Provide both the course code and course title. If the item was not developed for a course, describe the experience corresponding to development.
- “Quality indicators addressed by this artifact”: Identify the quality indicators/learner outcomes that are represented within the artifact. Example:
 - CF (add learner outcome and #) MoSTEP (add # and description) Specialty Area: Science Education (add # and description)
 - Since there is commonality between the CF, the MoSTEP, and the Specialty Area Standards, it is typically appropriate to reference all three sets of standards on the cover sheet. See your program faculty for guidance if you have questions.
- “Reflective Narrative”: This section includes a summary of candidate performances that correspond to the quality indicator and learner outcomes listed. Use the performance indicators corresponding to each quality indicator as a guide. This section requires analysis and synthesis of performances related to standards and should be written as a narrative summary rather than a list. The narrative should document that you have demonstrated performances consistent with the CF Learner Outcomes, the MoSTEP and the Specialty Area standards noted above.

Examples of completed Artifact Cover Sheets follow; however, you must seek guidance from program faculty regarding requirements specific to your area of study.

ABOUT THIS ARTIFACT

Student Name: _____

Major/Certification Area: _____

Title of the Artifact: _____

Date this artifact was collected: _____

Course or experience where artifact was developed: _____

Quality indicators addressed by this artifact - Include MoSTEP and Specialty Area Indicator(s) as well as PEU CF Learner Outcome(s) as appropriate:

Reflective narrative – How this artifact reflects performances specific to MoSTEP, PEU CF Learner Outcomes and/or Specialty Area performance indicators as appropriate. What do I know and what am I able to do?

Appendix 3: CF General Learning Outcomes

The curricula of professional education programs at Southwest Missouri State University reflect our commitment to these beliefs. Further, they reflect and are aligned with the professional standards specified by state, national and professional accreditation organizations. Our initial and advanced programs are designed to develop candidate knowledge, skills, and dispositions associated with successful professional educational practice.

Missouri State professional education graduates will demonstrate competence in:

1. Foundations: knowledge of the historical development of the profession, and foundational issues and arguments underlying its practices, as well as understanding of the importance of integrated learning across disciplines.
2. Subject Matter: knowledge of subject matter discipline content and the ability to integrate content with pedagogy appropriate to the candidate's field of study.
3. Learning and Development: knowledge of human development and motivation, theories of learning, pedagogy and assessment.
4. Reflective skills: communication skills, critical and creative thinking abilities and other skills crucial to reflective decision-making.
5. Technology: knowledge and skills in the use of technology appropriate to the candidate's field of study.
6. Professional Skills: the practical abilities to implement the skills, techniques, and strategies associated with student learning and development in the educational context in which they practice.
7. Assessment Skills: the skills to conduct valid and reliable assessments of their students' learning, and use that assessment to improve learning and development for their students.
8. Dispositions: the intellectual, social, ethical, and other personal attributes and beliefs previously ascribed to reflective decision-makers in a variety of professional settings, including a commitment to their own lifelong learning and professional development.
9. Diversity: the ability to skillfully facilitate and promote the learning of all students, including those from diverse cultural, racial and economic backgrounds, and those with disabilities.
10. Collaboration and Leadership: the ability and skills to foster and maintain collaborative, empowering relationships with other professionals within schools and the community.