

School Counseling Portfolio Template_22

by Jarrett Medford

Part D: Competencies

Assessment

Standards	Assessment	Artifact(s)
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CACREP (G.3.a.; G.3.h.; G.3.n.) CAEP (A.1.1a, b, c, d, e, f) ASCA (B-PA 1, B-PA 2, B- PA 3, B-PA 4, B- PA 5, B-PA 6, B-PA 7, B-PA 8, B-PA 9) VDOE (2; 3; 8a,b; 6a-c; 7; 8a,b; 10) CEFS PLO (4) MCCE (3.A; 3.B) ISTE (7a; 7b; 7c)	<p>Intern evaluates assessment techniques/strategies and suggests improved culturally sensitive assessments for academic, career, and/or personal/social development/programming.</p> <p>Identifies new referral resources.</p> <p>Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.</p> <p>Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.</p> <p>Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.</p> <p>Makes appropriate referrals to school and/or community resources.</p>
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Assesses barriers that
impede students' academic,
career, and personal/social
development.

Reading/Math Intervention Meeting

Sep 19th, 2023

- 3 year olds & 4 year olds are not eligible for intervention
- Students with current IEP are not eligible for intervention
- Students in 20-30th percentile are to be placed in intervention

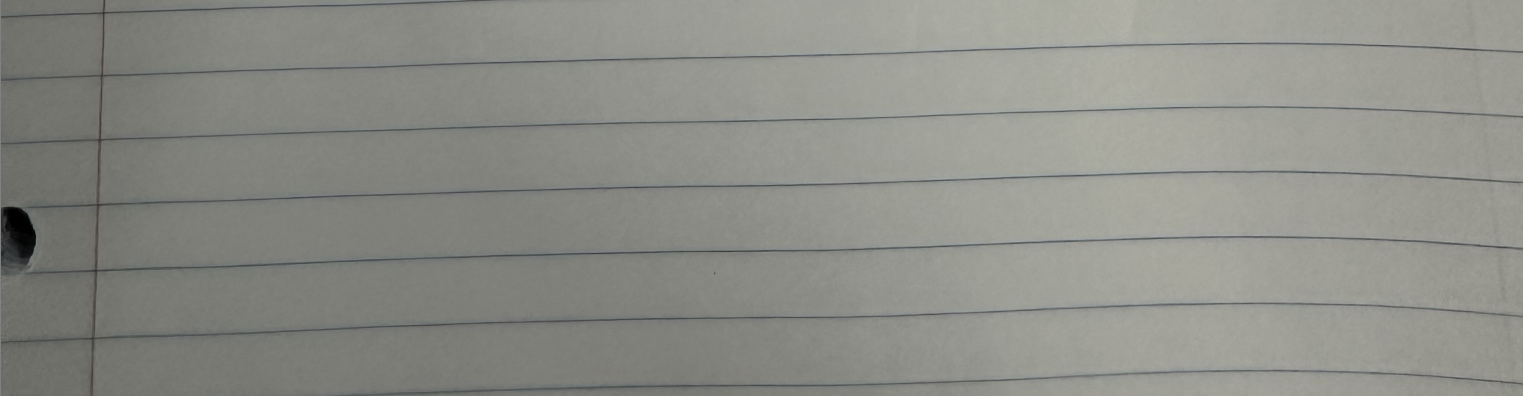
Total # of students qualifying per grade

1 st	
2 nd	
3 rd	
4 th	
5 th	
6 th	

total: 26 students

* variety of english &
math intervention

- * first day of intervention in 1-2 weeks
- * intervention of will make groups and time meetings



During this meeting we discussed iReady Language Arts and Math scores for each student in the school. We each had a spreadsheet to reference the score values of each student and their score changes over time. Each of the 3 tiers of scores has a color and students who are red are considered eligible score-wise for intervention services with a literary and/or math interventionist. Some students in addition to intervention services, were deemed to need an IPS (Individual Progress Meeting) with the parents to discuss further resources and interventions for the student. Some students correlations revealed that their tier is an outlier or deems continuation of intervention services. Some students have recently had an IEP put into place and do not need intervention services. I was able to advocate for certain students I felt needed the services.