

School Counseling Portfolio Template_22

by Jarrett Medford

Part D: Competencies

Leadership

Standards	Leadership	Artifact(s)
CACREP (F.1.k; G.2.d.; G.2.f; G.2.j; G.2.l.) CAEP (A.1.1a,b,c,d,e,f) ASCA (M-5, M-6, B-PF 2, B-PF 7, B-SS 6) VDOE (1; 7a-d; 9a-c; 10) CEFS PLO (5; 7) MCEE (1.C; 4.A-E) ISTE (2a-c)	<p>Intern works with others within and outside of the school community to influence policy, enhance services, and promote a developmentally appropriate, comprehensive school counseling program.</p> <p>Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.</p> <p>Plans and presents school counseling-related educational programs for use with parents and teachers (e.g., parent education</p>	 <p>Taking leadership in collaboration is essential to advocating properly for a student. The student present is visiting and wanted to be in the picture. The addition adults are my site supervisor (school counselor), the speech and language pathologist, and special education teacher. We often have collaborative meetings to discuss changes in student behavior, well-being or academics. Advice is given to each other as staff members on what the next steps for working with the student is and what that would look like. All stakeholders discuss their role in a student's success to promote academic success with open communication amongst staff members. Initiative on my part is taken to approach these staff members to discuss student needs and if another meeting needs to be scheduled with</p>

	programs, materials used in classroom guidance and advisor/advisee programs for teachers).	other stakeholders. This displays leadership and initiative for proper action to be taken to meet student needs and advocate for students.
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