

Counselor Dispositions

Disposition: Social Responsibility

Criteria:

Demonstrates the belief that all students/clients can learn.
Demonstrates a sense of fairness, justice, and equity for all students/clients.
Differentiates instruction to meet the needs of all diverse learners.
Demonstrates empathy and sensitivity to human needs.
Provides opportunities and motivation for all students/clients to learn.
Interacts effectively with students/clients to provide a positive, structured environment where student access, success, and achievement is priority.

Artifact:



Description: Not all duties fall under the counseling umbrella, but working car duty every morning promotes effective communication with students and families. I am able to make first impressions as well as do check ins with parents. More student needs can be presented to me from communicating with parents and I can be seen by families instead of only being in an office all the time.

Disposition: Commitment

Criteria:

Follows through on commitments.
Takes responsibilities seriously.
Completes assigned tasks on time.
Attends class, field experiences, meetings, etc. consistently and promptly.
Shows the self-discipline and work ethic essential to be planned, prepared, and organized for successful instruction and learning to occur.
Demonstrates a persevering commitment to each person's learning success.
Demonstrates initiative in participating in professional development opportunities.

Artifact:

Thursday Schedule

7:00am	Arrive at School
7:10-7:45am	Morning Duty
7:45am-8:00am	Check-in with DS
8:00am-9:30am	Pull students from list of students needing to be seen
9:30am-10:30am	Planning/meeting with Supervisor
10:30am-11:15am	Gary's Classroom Guidance
11:15am-11:45am	Lunch
11:45am-12:05pm	Planning/pull students if needed
12:05pm-12:50pm	Mia's Classroom Guidance
1:05pm-1:55pm	Lauren's Classroom Guidance
1:55pm-2:10pm	Check Out with DS
2:20pm-end of day	Car Duty
3:30pm	End of Day

Description:

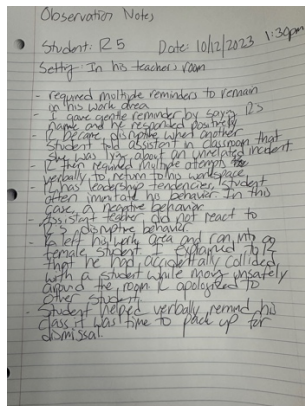
In order to ensure I am on time to meetings, classroom guidance, duty, and a variety of other tasks, I have a schedule typed out that I manage based on the projects I need to get done that day. I have a written to-do list that I update every morning after morning duty. I modify my schedule to incorporate my to-do list to the already planned activities such as classroom guidance or a 504 meeting. This discipline allows for proper time management to ensure the best use of time to complete as much tasks as possible. This strategy prevents being late or missing an event. The following of the schedule also shows school staff that I am active and completing my work tasks and setting an example for others. My high level of professionalism should be seen by all stakeholders, staff, students and families.

Disposition: Reflection

Criteria:

Considers thoughtfully educational matters and the practice of teaching/counseling.
Makes choices after pondering ideas and experiences.
Learns from journaling and discussions with colleagues.
Utilizes data to make informed decisions.

Artifact:



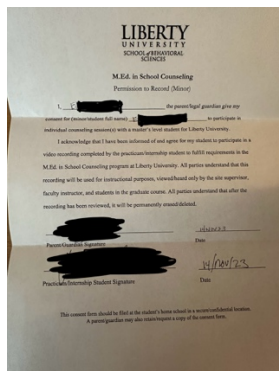
This is one of many classroom observation notes taken over my internship at James Simons Montessori School. This student has been receiving more behavioral referrals recently and needs some intervention. I visited the classroom to see his interactions with other students and his teacher while in the classroom. Before making contact with student outside of just observing, I waited to observe what the student acts like when I am "not" present or intervening. By making contact with the student later in my observation I was able to see how receptive the student was to me. Taking notes like this one and reviewing them later individually or in meetings with other stakeholders allows for me to make an informed decision on what kind of intervention a student may need.

Disposition: Integrity

Criteria:

Models exemplary citizenship through moral leadership.
Acts in an ethical and moral manner.
Values honesty inside and outside of the classroom.
Demonstrates trustworthiness.
Abides by a professional code of ethics; maintains confidentiality and discretion.

Artifact:



This is a permission form used for consent from a parent to be counselled and videotaped for an assignment. I continued to meet with this student to discuss his anger and difficulties he faces because he is autistic. I wasn't communicative with the mother about the progression of the student and followed the ethical rules of confidentiality.

Disposition: Professionalism

Criteria:

Respects authority, colleagues, students/clients, and others.
Accepts constructive feedback in a respectful, appropriate manner.
Demonstrates appropriate behavior; possesses patience, self control, and flexibility when obstacles or difficult situations occur.
Effectively manages personal emotions and feelings and reacts reasonably to situations.
Adheres to proper, formulated chains of command/ expresses a grievance in a dignified, temperate manner.
Acts confidently and maturely.
Is prompt and responsible in attendance for class, field experiences, meetings, etc.
Dresses in a dignified, modest manner that adheres to the dress code of the Host School.
Effectively uses the English language in speech and writing.
Maintains enthusiasm and passion for the profession.
Cooperatively collaborates with administrators and colleagues to form learning communities.
Views learning as a life-long activity.

Artifact:

-
1. Mr. Medford is flexible and can easily adjust to changing circumstances.
 2. Mr. Medford exhibits excellent communication skills that are clear and direct.
 3. Mr. Medford is very honest, while maintaining a professional and positive demeanor.

Angie Greene (She/Her)
School Counselor
James Simons Montessori
741 King Street
Charleston, SC 29403
Phone: 843.724.7763
Fax: 843.720.3129

*Please note that this email is not monitored 24/7. If this is an emergency, please call 911 and/or the Department of Mental Health
Mobile Crisis at 843.414.2350 or 1.800.613.8379. Text HOME to 741741 to connect with a national crisis counselor via text.

An email from my site supervisor elaborates on the positive professional competencies I display daily. I am dynamic and adaptive to school and student needs. When I take action, I do so confidently in all settings. Some of those settings can be meetings, classroom guidance, intervention, etc.