



CHAPMAN UNIVERSITY
COLLEGE OF EDUCATIONAL STUDIES
Developing Educators as Leaders Since 1861

Professional Portfolio Presentation and Exit Interview
School Counseling

Student: _____

Evaluator(s): _____

Date: _____

First presentation: _____ **Second presentation:** _____

Overall Quality of Portfolio (please Circle rating)

- 3 Artifacts and work samples are clearly and directly related to specific ASCA domains and program “big ideas.” The portfolio matrix is easy to read and guides the reader to the connections between domains and artifacts. As a whole, this portfolio provides evidence that this student is ready to enter the field with an advanced depth of knowledge
- 2 Artifacts and work samples are adequately related to specific ASCA domains and program “big ideas.” The portfolio matrix is complete. As a whole, this portfolio provides evidence that this student is ready to enter the field with adequate knowledge
- 1 Artifacts do not connect to all domains, the portfolio matrix is incomplete, and/or artifacts do not show adequate knowledge or readiness to enter the field.

Global Quality of artifacts (please Circle Rating)

- 3 Artifacts and work samples are clearly and directly related to this ASCA domain and program “big ideas.” Artifacts are of a quality and level of sophistication expected for an advanced entry-level school counselor.
- 2 Artifacts and work samples are adequately related to this ASCA domain and program “big ideas.” The portfolio matrix is complete. Artifacts are of a quality and level of sophistication expected for an adequate entry-level school counselor
- 1 Artifacts do not connect to this domain, or of insufficient quality for an entry-level school counselor.

Required artifacts	Global Rating	Comments
Professional resume		
Statement of school counseling philosophy		
Direct services		
Indirect services		
Accountability information		

Ratings for Program Big Ideas

- 3 Artifacts, work samples, and oral responses are of a quality and level of sophistication expected for an advanced entry-level school counselor for this big idea.
- 2 Artifacts, work samples, and oral responses are of a quality and level of sophistication expected for an adequate entry-level school counselor for this big idea.
- 1 Artifacts, work samples, and oral responses are of insufficient quality for an entry-level school counselor in this domain.

Program Big Ideas	Global Rating	Comments
Collaboration		
Cultural competence		
Oral communication		
Self Reflection and tolerance for ambiguity		
Written communication		
Commitment to service and advocacy		
Building solutions for children from strengths		
Understanding children as individuals and as participants in systems		
Time management and organization		

Quality of oral response to questions during exit interview (please Circle Rating)

- 3 Oral responses to questions show poise and an advanced depth of knowledge for someone entering the field.
- 2 Oral responses to questions show adequate depth of knowledge for someone entering the field.
- 1 Oral responses to questions lack depth and do not demonstrate adequate knowledge.